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THE AMERICAN
School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 105, NUMBER 5 NOVEMBER, 1942

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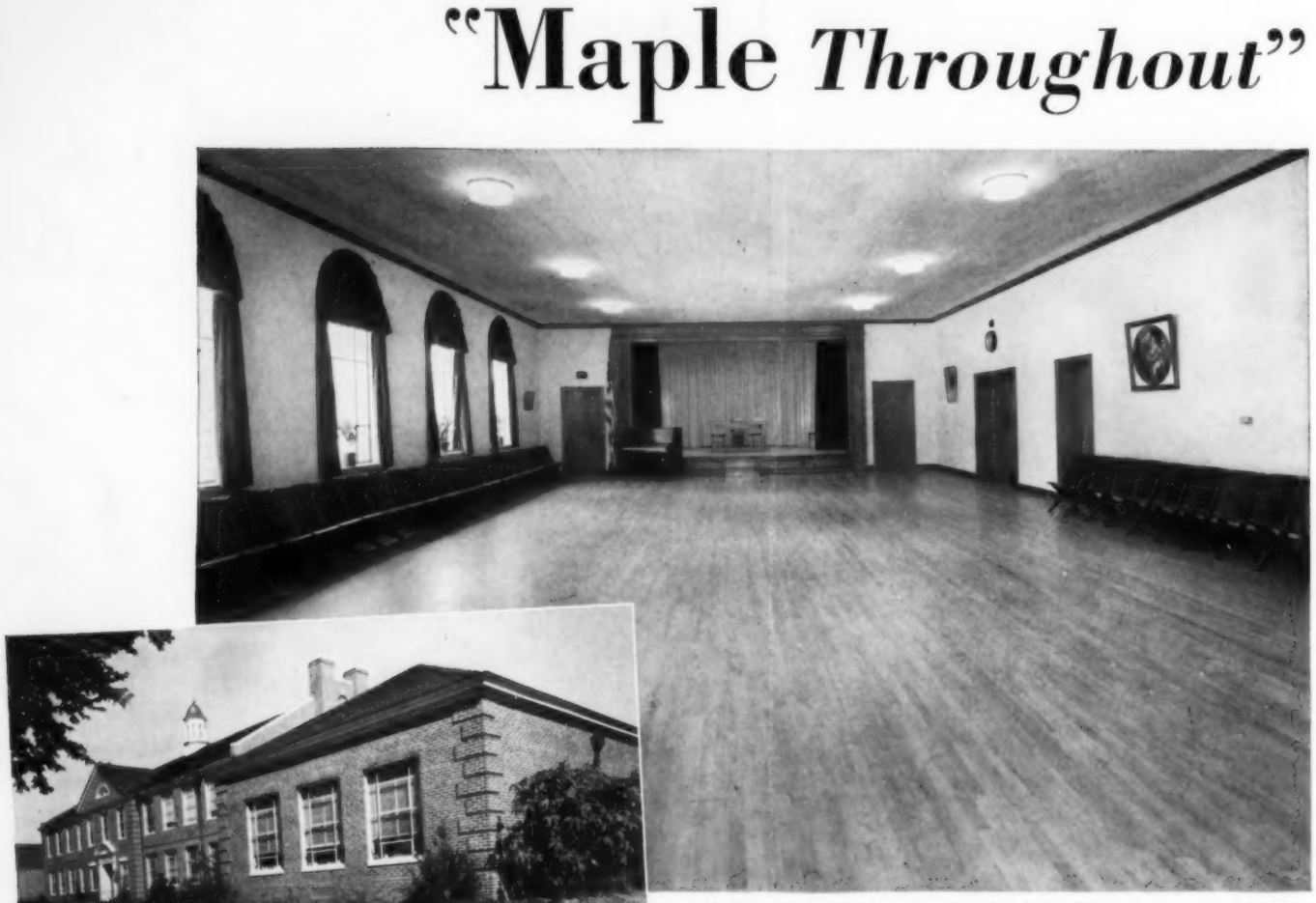

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NOVEMBER, 1942

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A WORD TO OUR READERS

The impact of the war has affected many commercial, industrial, and professional interests. The ranks of the workers in these several fields of activity have been depleted in order that the Nation's fighting efficiency might be strengthened. The publishing business, likewise, is seriously affected.

While the educational publishing business is regarded as an essential civilian industry, it has, nevertheless, made its sacrifices. Many of the workers therein have responded to the call, regardless of the weakening effect produced upon the average publishing organization. In making this statement, we ask the readers to make an allowance for any shortcomings they may observe in our publications. Our young men who have been under our guidance to become coworkers in building each month the AMERICAN SCHOOL BOARD JOURNAL, are now in Uncle Sam's service.

In the meantime, the older members of the organization who are beyond the age for war duties will do the best they can to render the service expected of our constituency. Educational journals must not relax their efforts. The cause of popular education must not be allowed to suffer because of the war. The schools must continue. While they are a peacetime essential for human welfare and for developing a useful citizenship, they are even more necessary in wartime to make for that unity, strength, and self-assertion without which our democratic nation cannot survive.

We shall continue to put forth our best efforts in serving the administrators of the American schools and accept cheerfully the hardships and sacrifices which are in store for us.

WILLIAM GEORGE BRUCE,
Editor

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The contents of this issue are listed in the "Education Index."

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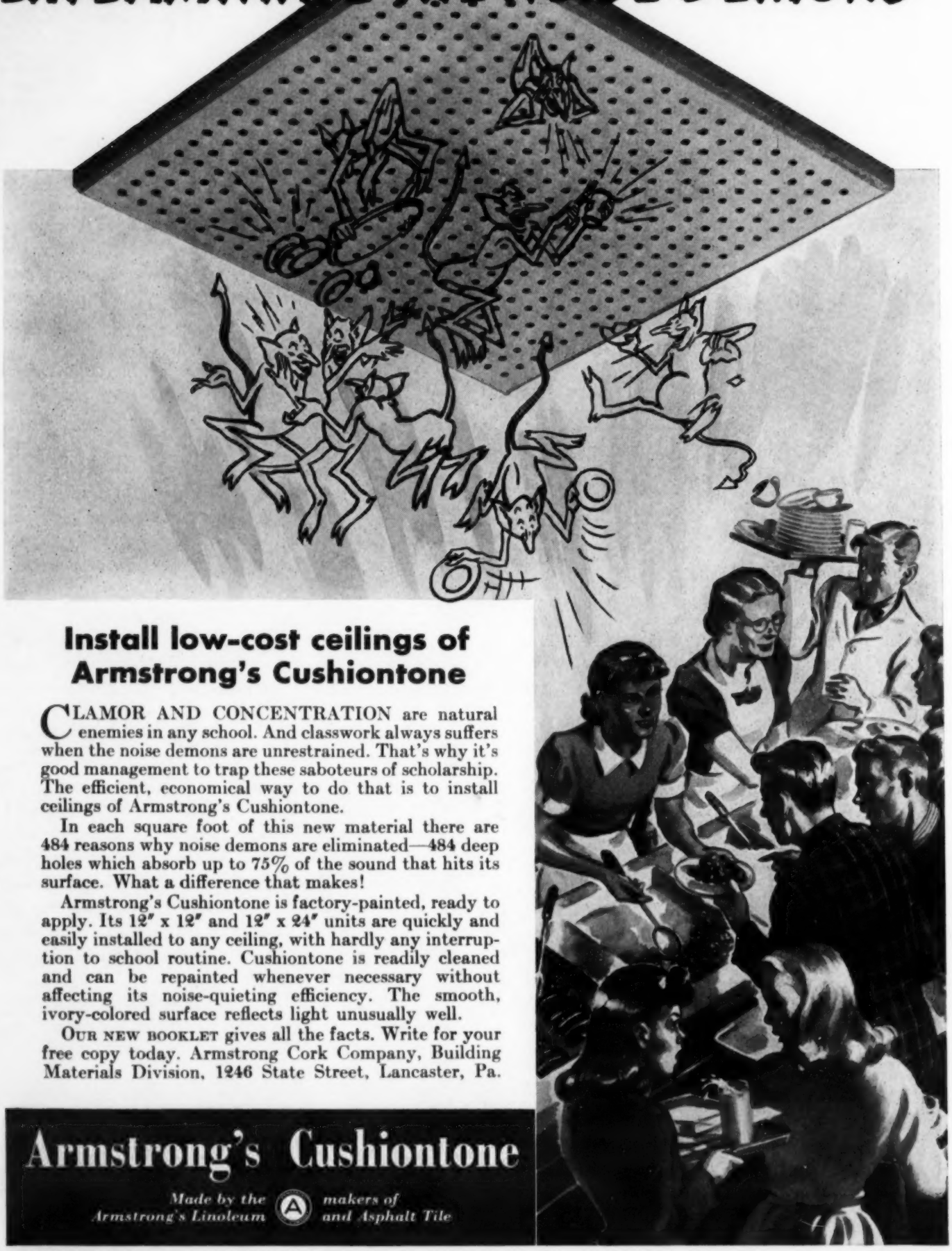

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THE AMERICAN
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SIREN SONG

Responsibility for the Success of Beginning Teachers

Ruth M. Northway[1]

Although few teachers' colleges would disclaim a responsibility for the success of their graduates, a rather thorough search for organized services through which the graduate may receive help with problems has revealed only isolated instances where a definite attempt is being made to ease and to improve the professional adjustment of the beginning teachers.

It is the writer's contention that no teacher education program is complete without a follow-up program for it is only through close association with the work of graduates in the field that theory can be clarified and defended and that public school practice may be ascertained and amended. Both the institution and the graduate gain from such contact and a closer cooperation between local communities and the college is apparent.

That graduates need help from their Alma Mater is clearly shown in the following excerpts taken from an extensive study of problems of the beginning teacher.[2]

> Today several boys brought in acorn pipes to play with. One boy would not put it away and sat with it in his mouth. Of course the others laughed at him. . . . There are two boys, especially who always find time to talk and if I scold them they throw down their pencils or close their books and say "I won't do it." If I don't call on them to pass paper and materials, they act that way also.
>
> My class cheated so terribly, I'm ashamed to tell you. They were awful today, I'm so disturbed I could cry. . . . Everything is wrong. If you could possibly come, I think it would help me very much. . . . What shall I do when children start telling me what they do wrong at home?

The problem of giving assistance to these beginning teachers who do not find help within the local school system has been handled by various institutions in the following manner:

1. ***Internship under the cooperative supervision of the teachers college and the local school system.*** This plan has been used for the purpose of inducting graduates of the teachers colleges. The intern spends approximately one fifth of the time in observation of the school, three fifths in responsible teaching, one fifth in pursuing a graduate course at college and in organized reading and seminar discussion. All interns record experiences in an "experience diary," evaluate their organized-reading programs, and take a comprehensive examination early in May. Half salary is paid to the intern and upon successful completion of this period he is assured a position in the system at the regular salary for the coming year. Guidance from the teachers' college takes the form of personal supervision of the intern's teaching, conferences, provision of source materials, and aid in organization of work.[3]

2. *The group conference.* The most notable attempt to give the privilege of attendance to all beginning graduates that has come to the writer's attention is as follows:

> The significant features of these conferences are simple and adaptable to many conditions. A week is set aside during the spring of the year, and is known as Conference Week. Beginning on Sunday, as a rule, the members of the graduating class of the school travel to the schools where the graduates of the previous year are teaching. Some of these Senior students are able to reach the schools to which they have been assigned from their own homes. These students spend all of Monday and Tuesday in the classrooms of the young teachers observing the sequence of the work, noting special conditions, learning the names of the pupils, and their special needs and preparing to carry on teaching unaided for the remainder of the week.
>
> On Wednesday the graduates of the year before, whose places have been temporarily filled by competent student substitutes, return to Westfield to carry on a conference for three days with discussions which center about the problems of that first year of teaching.[4]

3. *Supervision of beginning teachers through an educational council.* Another plan of aiding beginning teachers is through an educational council of 12 members, who are released from campus duty and who make intensive visits to various counties. One full-time supervisor may be provided for demonstration and conference work and on-campus conferences are encouraged.[5]

4. *Guidance of beginning teachers through departmental supervision.* Personal visitation by the department with which the young graduate did his major work is an effective way of helping the young teacher and of improving departmental service. Reports of visitation may be submitted to the superintendent and to the principal of the cooperating center, to the teacher and to the college. Conferences follow an analysis of the report.

5. *The extension course.* This type of aid to teachers is very popular. If a good course concerned with the problems of the beginning teacher could be given it would be of inestimable value to new teachers. However, if used principally as a means of securing credit and confined chiefly to a stereotyped program of work, it loses its value for beginners. They are faced with definite problems; they must get constructive help on those problems.

6. *The service circular.* This service, consisting of bulletins, book lists, duplicated aids used in the college and other literature has a limited value. If it is unsolicited, it is often disregarded. Such a service needs to be well organized, to be used with discrimination, and to contain material chosen according to the expressed needs of the graduates and upon careful consultation with the various departments concerned.

7. *Personal correspondence.* This type of aid to graduates is probably the most common of the types mentioned. It should be encouraged, for there is a personal touch which few services can attain. Nevertheless, it does place an undue strain upon certain faculty members who have already a heavy teaching load.

8. *Success reports.* It is the custom of some teachers' colleges to solicit success reports from local school systems. The weaknesses of this plan are obvious. Printed forms seem to make the whole report so impersonal that graduates no longer seem to be real "flesh and blood," and the situation becomes unreal; superintendents and principals are often too busy to give a detailed report; there may be a conflict in philosophy and standards which affect the reported judgment. The final objection to reliance upon these reports is that often they come late in the year when the opportunity for help has passed and the graduate has already adopted measures of expediency or is satisfied with mediocrity.

Investigation has revealed that 75 per cent of the preservice institutions for teachers aid incidentally, in the induction of their graduates into responsible teaching. Moreover, there is a decided trend toward the adoption of organized adjustment programs rather than incidental service. In the writer's opinion a well-planned program for the induction and guidance of graduates during their initial teaching has the following values:

1. It continues the application of principles and procedures recommended by the preservice institution, through the prevention of the discouragement that comes from repeated failure to meet teaching situations adequately. Continued discouragement leads to loss of effort and reversion to traditional practices which may not be educationally sound.

2. It promotes continued professional growth through the development of the habit of critical analysis of classroom procedures in the light of educational principles. To the children under the direction of the inexperienced teachers, expert supervisory service may mean protection from the far-reaching results of the trial-and-error method of instruction. Because the new teacher is able to meet situations adequately, the prevention of bad habits of study, wrong attitudes, and loss of progress in schoolwork is reasonably assured. Expert guidance for the novice in teaching reduces to a minimum the danger of exploitation of childhood at the hands of an inefficient teacher.

(Concluded on page 62)

[1]Instructor, State Normal School, Geneseo, N. Y.

[2]Wightman, Clair S., "The Teachers Diary As an Instrument of Follow-Up Work," unpublished Ph.D. Thesis, New York University, 1933.

[3]Myers, Alonzo; Kifer, Louise; Merry, Ruth; and Foley, Frances, *Cooperative Supervision in the Public Schools* (New York: Prentice Hall, 1938), pp. 94–104.

[4]Russell, Charles, "The Westfield Conferences," The American Association of Teachers Colleges, *Ninth Yearbook*, 1930, pp. 154–156.

[5]Conger, Napoleon, *Professional Adjustment Service Rendered by Teacher Training Institutions* (Durant, Okla., Southeastern State Teachers College, 1930).

Some Current Problems of School Finance and Revenue

T. C. Holy*

Ever since the Massachusetts law of 1647 which provided that every town of 50 householders should employ a teacher to teach reading and arithmetic and every town with 100 householders should maintain a grammar school "to fit youths for the University," education — both public and private — has had problems of finance and revenue. Cubberley divides this evolutionary period since 1647, which culminated in compulsory tax support for public education, into the four following steps:

1. Permission granted to communities so desiring to organize a school taxing district, and to tax for school support the property of those consenting and residing therein.
2. Taxation of all property in the taxing district permitted.
3. State aid to such districts, at first from the income from permanent endowment funds, and later from the proceeds of a small state appropriation or a state or county tax.
4. Compulsory local taxation to supplement the state or county grant.[1]

During this long period of nearly three hundred years, problems of school finance and revenue have varied in their nature and complexity. For example, the problems of school support which faced public education in the United States during the depression period beginning in 1930 were equally crucial to those faced when the issue arose of taxing the property of an owner who had no children in school for maintaining a public school. These two periods are in marked contrast with that between 1920 and 1930, when funds for education were provided in rapidly increasing amounts. Also, you will recall that during that period there were large sums of money expended for school buildings and equipment. Now we are engaged in a global war, the cost of which staggers the imagination, and in comparison with which World War I appears as a mere skirmish. Obviously, this and the postwar period bring new and somewhat different problems of school finance and revenue. It is the purpose of this paper to discuss certain of these problems and their implications.

The first of these has to do with the declining school enrollment. Since the first federal census in 1790 and continuing until 1920, the population of the country increased over the preceding decade by per cents ranging from 16.2 in 1920 to 41.3 in 1790. (This figure was based on an estimate of the population in 1780.) This percentage, however, between 1930 and 1940 amounted to only 6.9 — the lowest in the history of the country.[2] More important still than this decline in total population is the rapid shift in the age distribution. For example, the proportion of the population under five years of age in 1920 was 10.9 per cent, in 1930 it was 9.3 per cent, and in 1940 it was 8.0 per cent, or a decline of 2.9 per cent in 20 years. Applying this reduction in percentage to the total population indicates that the number of children under five years of age in 1940 is approximately 3½ million less than in 1920. For the 5–19 year age group, from which practically all of the pupil school enrollment comes, the per cent declined from 29.5 in 1930 to 26.5 in 1940 or a drop of 3 per cent in 10 years. This drop means a decline of about 3½ million in this age group. According to the most reliable population estimates, the percentage of the total population in the 5–19-year-old group may be expected to decline from 26.2 per cent in 1940 to 22.7 per cent in 1955. Significant is the fact that these anticipated declines are so sharp that despite an expected increase in total population, the actual number in the school age group is estimated to decrease by approximately 1,650,000 by 1955. On the other hand, the proportion in the 65-and-over age group may be expected to increase from 7 per cent in 1940 to 8.9 per cent in 1955.[3] Because of the present trend of increased public expenditure for old-age pensions and other subsidies for the older persons in the population, this increase has particular significance to public education because this group is in actual competition with the schools for public funds.

To illustrate how these declines in school population have actually affected the enrollment, three examples are used — namely, Chicago, Cleveland, and Minneapolis. In a careful study of trends of school enrollment in the Chicago public schools made by the Bureau of Research and School Building Survey in that city, it was found that the average daily membership had dropped slightly more than 41,000 between 1935–36 and 1940–41. According to predictions, it is estimated that there will be a further decline of about 54,000 by 1946–47. That these figures are conservative is shown by the fact that, although the predicted enrollment for 1941–42 showed a drop of slightly less than 13,000, there was an actual drop of 16,000 in September, 1941.

In the city of Cleveland the average daily attendance has declined from a high of 142,006 in 1932–33 to 108,891 in 1941–42. Quoted from the statistical section of the superintendent's annual report for 1941–42 is the following:

> The decrease in the enrollment has resulted in a decrease in the teaching personnel. The greatest number of teachers was employed in the school year 1929–30. In May, 1930, the number was the equivalent of 4662 whole-time teachers. In May, 1942, the number of teachers on the same basis was 3459. This is a decrease of 1163 teachers, or 25.2 per cent. In the same period, the enrollment shows a net decrease of 22 per cent.[4]

In other words, in the city of Cleveland the teaching personnel has declined more rapidly than has the enrollment. However, I do not believe this to be true of most cities. In Minneapolis, for example, the enrollment declined 11 per cent between 1935 and 1941 as compared with a decline of 5 per cent in the number of teaching positions during the same period. Commenting further on the implications of this decline in enrollment in the Clevelend schools is the statement that the number of buildings in use in 1941–42 was only three less than when the elementary schools housed 35,000 more pupils than at present. This has resulted in a decrease in the average enrollment of elementary schools from 838 in 1924–25 to 544 in 1941–42. Quoted further from this report is the following:

> These small enrollments per building not only increase the average per pupil expenditures for operation, maintenance, administration, teaching, and clerical service but they create a difficult problem of organization. Also, they increase the teaching load by multiplying the number of levels or grade divisions a teacher must teach in order that the pupil-teacher ratio for a building can be maintained.
>
> In a decreasing school enrollment, although the pupil-teacher ratio be maintained, the average per pupil expenditure for teachers' salaries tends to increase. This is because few teachers at beginning salaries can be employed to offset the effect that the scheduled increments earned by the older teachers in point of service has on the average salary of teachers. Hence, the average salary of teachers and, in turn, the average per pupil expenditure for teachers tends to increase as the enrollment decreases.
>
> Two of the results of a decrease in enrollment that extends over a period of years are:
>
> 1. For the teachers, an increase in the average teaching load.
> 2. For the community, an increase in the average per pupil expenditure.[5]

In the city of Minneapolis, where I have just completed the school building section of a general survey, it was found that the enrollment in that city has declined from 83,135 in 1931 to 68,846 in March, 1942 — a drop of 14,289 pupils. Also, it was found that the number of schools had been reduced only one during that period. Ob-

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*The Ohio State University. Paper given before the Association of Public School Business Officials in Cleveland, Oct. 6, 1942.

[1] Cubberley, Ellwood P., *Public Education in the United States*, rev. ed. (Boston: Houghton Mifflin Co., 1934), p. 110.

[2] *Encyclopedia of Educational Research*, Walter S. Monroe, Ed. Prepared under auspices of American Educational Research Assn. (New York: The Macmillan Co., 1941), p. 821.

[3] *Ibid.*, p. 822. NOTE: This reference has been corrected to include the actual figures for 1940.

[4] "Statistical Data, Superintendent's Annual Report, School Year 1941–42," Bureau of Child Accounting and Statistics, Cleveland, Ohio, July, 1942. Mimeographed report, p. 15.

[5] *Ibid.*, p. 16.

viously, this meant a large number of excess classrooms. As a result, it has been recommended to the Minneapolis board of education that 21 elementary school buildings be closed. Effective at the beginning of school on Sept. 14, 16 of these schools were closed. Even with the 21 closed, however, there would still be, on the basis of the present number of pupils per teacher, a surplus or margin of 216 classrooms. It was estimated that the closing of these 21 schools would effect an annual saving of $260,000.

With this sharp decline in enrollment as noted in these three cities, which are typical of what is happening throughout the country, the question which now arises is, "When will this decline end?" There is already some evidence that the decline in the kindergarten and first three grades is about to end. In Minneapolis, for example, the enrollment in kindergarten this autumn shows an increase of about 300 pupils. Also, in Cleveland it is expected that the enrollment among the children of 6, 7, and 8 years of age — which would be essentially the first three grades — will at least show no decline during the current year. However, this autumn most cities are experiencing a rather sharp decline in high school enrollment. In an address made in Columbus on June 6 of this year, Floyd W. Reeves, who, as you will recall, was chairman of the President's Advisory Committee on Education and who is now director of the American Youth Commission, made the prediction that, if the war continued through 1943, high school enrollment would experience a drop of from one third to one half of its total enrollment. With the extension of the Selective Service to include 18- and 19-year-old boys — which seems certain — there will be further inroads made on high school enrollment. All in all, it appears that further declines in school enrollment may be expected in the years immediately ahead. These declines in enrollment contribute to the problems of school finance and revenue in the following ways:

1. In states which subsidize local school districts on the basis of enrollment or A.D.A., this decline reduces the amount of state funds received. In Ohio, for example, the total A.D.A. dropped 78,128 between 1936 and 1941. Moreover, as a result of this decline there will be a surplus of approximately $500,000 in the state school appropriation for 1941 and 1942.
2. School districts are not generally able to reduce current school costs in direct ratio with declining school enrollment. Consequently, the cost per pupil increases.
3. These declines can be and are used effectively by local organizations and groups who desire to decrease school costs.
4. Communities are so accustomed to increasing enrollment from year to year that these declines have a bad psychological effect.

Another factor which is a product of this decline in school enrollment is the reduction in the number of families with children in the public schools. In a study which we have just completed of 93 school districts in Ohio, which include among them samplings in the cities of Akron, Canton, Cincinnati, Columbus, Dayton, Toledo, and Youngstown, it was found that out of a total of 135,161 families included in the study, only 35.4 per cent had children in the public schools at the time the study was made. This percentage varied from 33.1 in cities — that is, having a population of 5000 or more — to the rural areas with 44.6 per cent. The fact, therefore, that only approximately one family out of each three has children in the public schools, to me has extreme significance in the matter of school support. Heavy increases in federal taxes, the program of the government that each wage earner invest at least 10 per cent of his income in war bonds and stamps, which undoubtedly will become mandatory, the rising cost of living, and the other demands resulting from the war, make this fact of great importance. This is particularly true in states like Ohio where it is necessary for most districts to vote levies outside the 10-mill limitation. At the present time, 103 of Ohio's 113 cities have such voted levies for current school expenses. These levies require a 50 per cent majority vote, which means that to carry them a considerable number of persons not represented by children in the public schools must vote for them. In the case of bond issues, which require a 65 per cent vote, this requires an even greater proportion of such persons. To me this is a challenge to the schools to expand their programs to bring a larger proportion of the population within the sphere of their influence. Moreover, since most of our population passes through the public schools, we need to re-emphasize the importance of public education in a democracy.

Another problem growing out of the present situation is the reduced state revenues, such as sales taxes, gasoline taxes, and the like. In some states, as you know, these are earmarked for school purposes, while in others they go into the general revenue funds and are appropriated from there for general educational purposes. However, it makes no appreciable difference regarding the method if the total funds available sharply decline. For example, in Ohio the income from the 3 per cent sales tax declined $4,882,000 or about 11 per cent for the 1942 period ending Sept. 19, as compared with the same period in 1941. Moreover, it is estimated that the revenue from gasoline and liquid fuel taxes, which in 1940 amounted to more than 54 million dollars, will decline 25 per cent in 1942, 42 per cent in 1944, and 59 per cent in 1945.[6] Undoubtedly what is happening in Ohio from these sources of income is likewise happening in other states.

A third problem of school finance and revenue is that resulting from the increased cost of living. According to the releases of the United States Department of Labor the index of living costs, using the 1935–39 averages as 100, rose from 104.6 on Jan. 15, 1941, to 116.9 on July 15, 1942, an increase of 12.3 points. Since that time, the index has continued to rise until it probably now represents an increase of 15 per cent over that of January, 1941. As a result of this rise in cost of living, many school districts have already given increases in salary to both teachers and nonteaching employees. This problem has been further accentuated by the unusual opportunities for employment in defense industries at rates of pay much higher than offered by the public schools. Moreover, as operating and maintenance employees become better organized, we may expect increased costs in operation and maintenance of the school plan. Take, for example, the city of Chicago, where these employees are undoubtedly as well organized as any city in the country. In a school building survey made in that city last year I found that the proportion of the total current expenses devoted to plant operation in a group of large cities — which included Cincinnati, Cleveland, Detroit, Milwaukee, New York, Philadelphia, Pittsburgh, and St. Louis — that proportion was highest in Chicago.[7] Also in a similar comparison on the salaries of these operating employees, it was found that they were generally highest in Chicago. This was particularly true of the engineer-custodians, whose average pay in Chicago in 1940 was $4,154.[8] As further evidence of the result of organization among the building operating employees, the survey of the Minneapolis schools to which reference was earlier made was brought about by the decision of these employees not to reopen the schools after the Christmas holidays of last year unless an increase in pay was granted. Through the intervention of the Governor of Minnesota, temporary increases were granted on the condition that a thorough study be made of the schools. This is now under way and will be completed shortly. Another evidence of this trend is found in the incorporation last week in Ohio of an organization known as the Ohio Association of Public School Employees. According to the announcement its purpose is to advance the standard of nonteaching personnel and to help secure the conditions necessary for the greatest efficiency of nonteaching school employees. The last provisions in the articles of incorporation reads as follows, "Nothing in the article shall be conceived as taking cognizance of local problems unless a statewide principle is involved."

Another financial problem is that resulting from the influx of war workers into certain areas where war plants are located. The problems thus created are most acute in small communities. So far as actual school enrollment is concerned it has not been much affected by this movement of workers into the larger cities. Also, a problem allied to this is that of the acquiring of property by the Federal Government, thereby taking it off of the tax rolls. To meet this situation the Federal Government has made two appropriations — each for $150,000,000. The distribution of these funds to such areas is in the hands of the United States Office of Education.

[6]Smart, Joseph R., *Diminishing Tax Revenues From Automobiles*, The Engineering Experiment Station News, The Ohio State University, February, 1942, pp. 2–7.

[7]Holy, T. C., "A Study of the Chicago School Plant," November, 1941, Typewritten report, p. 90.

[8]*Ibid.*, p. 94.

Another problem growing out of the present situation is the rapid increase of tax consciousness on the part of the public. Already Congress, according to a statement in the *Ohio State Journal* on Oct. 3, 1942, has made appropriations of approximately $300,000,000,000 for the war — or about 13 times the total cost of World War I.[9] Unquestionably we are in for a long period of heavy federal taxation. That fact, with the program for the purchase of war bonds and stamps which will probably become mandatory, has done much to make the average person tax conscious. Growing out of that there are being organized throughout the country taxpayer organizations. Within the past year there has been organized in Ohio such a group, known as the Ohio Public Expenditure Council. Within the past two years similar organizations have been made in 37 states. In addition to these there is tentative organization in two others. The plan of the promoters of this program is to have such an organization in every state in the Union. In Ohio, for example, this group is making a detailed financial study of each governmental subdivision in each of the counties of the state. This is be followed by a similar study of all branches of the state government. The program for 1942 calls for such studies in 40 counties. On Sept. 1 of this year, 21 of these studies had been completed. Quoted from one of these — that is, for Monroe County — is this statement:

> Economical and efficient operation of all functions of government is essential to national defense. The critical need of revenue to finance the war effort must be recognized in public spending as in private. Rapid fulfillment of our national defense needs is being reflected in sharp increases in federal taxes. In this time of emergency, the taxpayer should be given every consideration.[10]

These organizations and ones of similar character will undoubtedly have a significant influence on public expenditures for local government including schools.

Another problem, which in my judgment is the most pressing one facing public education today, is that of getting boards of education in whom the public has confidence. If a taxpayer, facing as he does the heaviest program of federal taxation in the history of the country, provides additional funds for public education, he wants to be sure it is going to be expended by a board of education in whose intelligence and integrity he has full confidence. Let me illustrate this point: You will recall that in October, 1938, the city of Dayton was given not only national, but world-wide publicity because its public schools — which enrolled 34,000 pupils — were closed due to lack of funds. This event was publicized in Germany as another example of the breakdown of democracy. In the survey of the schools of that city, together with the county and city government, which was made by the Public Administration Service during 1939–40, we had occasion to inquire how such a thing could have occurred in a city which had supported its schools well for more than 130 years. You may recall that the closing of the schools came after six consecutive efforts to carry a special levy for school expenses. The failure of all of these precipitated the closing of the schools. The most frequent reply we received from citizens of Dayton in answer to that question was that they had no confidence in the board of education. They were under the impression that the school board had not dealt squarely with the public, and they were therefore not willing to vote more money for school purposes. Following the survey, in which certain drastic recommendations were made, the city in the fall of 1940 voted an extra levy for a five-year period. Since that time there have been several changes in the personnel of the board, and I am informed that they now have a board made up of citizens in whom the community has the highest confidence. With a levy assured for five years and a board of education of high quality, the Dayton schools are moving forward in an impressive manner.

As another example of this same point, the city of Minneapolis is cited. On Sept. 8 of this year, there was submitted in that city a charter amendment to add 3 mills to the school levy. This, however, was defeated by a vote of 72,000 against, and 57,000 for. Since a 60 per cent majority was required, the defeat was rather decisive. On Sept. 10, the *Minneapolis Times* carried an editorial entitled "The School Amendment." Quoted from that editorial is this statement: "Minneapolis clearly registered its lack of confidence in the Board of Education when the voters rejected the amendment which would have permitted the board to increase its tax levy."

If you will carefully examine the cities in this country which have had serious educational problems in the last decade, I think you will find that without exception the root of the difficulties is in the public's lack of confidence in the school boards. If, on the other hand, you will examine cities such as Cincinnati, Detroit, Milwaukee, and Pittsburgh, which have been relatively free from political influences in the schools, I think you will also find without exception school boards made up of leading citizens whose major concern is that of providing the maximum amount of education for each dollar expended — rather than seeing how many of their friends, whether qualified or not, can get jobs in the schools.

In a city which is now having educational difficulties a member of the administrative staff made this statement: "What we need in this city is a school board all of whose members have means of support other than being on the school board." In another city which likewise is having serious educational problems, a man close to the situation wrote that the administration made the mistake of assuming that the first concern of the school board was that of improving the schools.

This all raises a question as to who is responsible for the selection of these boards of education. In general, they are either appointed or elected. In either case, the responsibility for their quality rests directly or indirectly with the public. Certain cities which have had outstanding programs of education gradually come under the control of political influences. You may ask why this happens. It is my judgment that it happens because of the tendency of the public once it has arrived at a satisfactory goal to settle back and say, "Well, we're here, so now we can devote our attention to other things." Just the moment the public takes that attitude, then the system becomes the prey of those with ulterior motives. If boards of education of high quality are to be secured and retained, which in my judgment is necessary if the schools are going to receive adequate support in the immediate future, then the communities must exercise Jefferson's advice of "eternal vigilance is the price of good schools."

I think the present situation is well put by William C. Bruce, Editor of the AMERICAN SCHOOL BOARD JOURNAL, in a letter received from him under date of Sept. 9, 1942. Quoted from that letter is the following:

> There seems to be an ebb and flow in the character of boards. For five or ten years a community may enjoy a really high grade board; then the politicians get in and the quality of the board suffers. When the community is right, this situation is corrected by a minor blowup in which the politicians are eliminated and a group of solid men and women again get control. I know of several cities where the process has been repeated several times during the past twenty-five years.

In addition to the problems just enumerated there are undoubtedly many others of a significant character. The question in concluding this discussion is, "What of the future outlook?" In an article entitled "Effects of the War Upon Public School Finance," by Timon Covert of the United States Office of Education, he makes this concluding statement:

> We have been a wasteful people. It is doubtful if we can continue to be so wasteful in the future. If there are ways in which our plans for school administration and finance can be improved it behooves us to make such improvements without further delay. If economies of any kind can be made in school administration and finance without injury to the schools, now is an excellent time to put such economies into effect.[11]

In my judgment the problem of getting adequate funds to support public education is going to be increasingly difficult in the immediate future. Therefore, it behooves all of us concerned with the program of public education to do everything we can to make such economies as will least affect the educational opportunities of the children. With the declining enrollment, one of the effective ways of making such economies is that of closing out small, expensive school units. Those of you who have had experience in closing schools not

(Concluded on page 62)

[9] This cost has been determined as $22,625,252,843 (see *The World Book Encyclopedia*, Vol. 18, p. 7891 — 1942 Edition).

[10] "Survey, Monroe County, 1938 to 1942," Ohio Public Expenditure Council, p. 11, Columbus, Ohio, 1942.

[11] AMERICAN SCHOOL BOARD JOURNAL, September, 1942, p. 18.

Cleveland Looks at Its Summer Schools

John E. Lee[1]

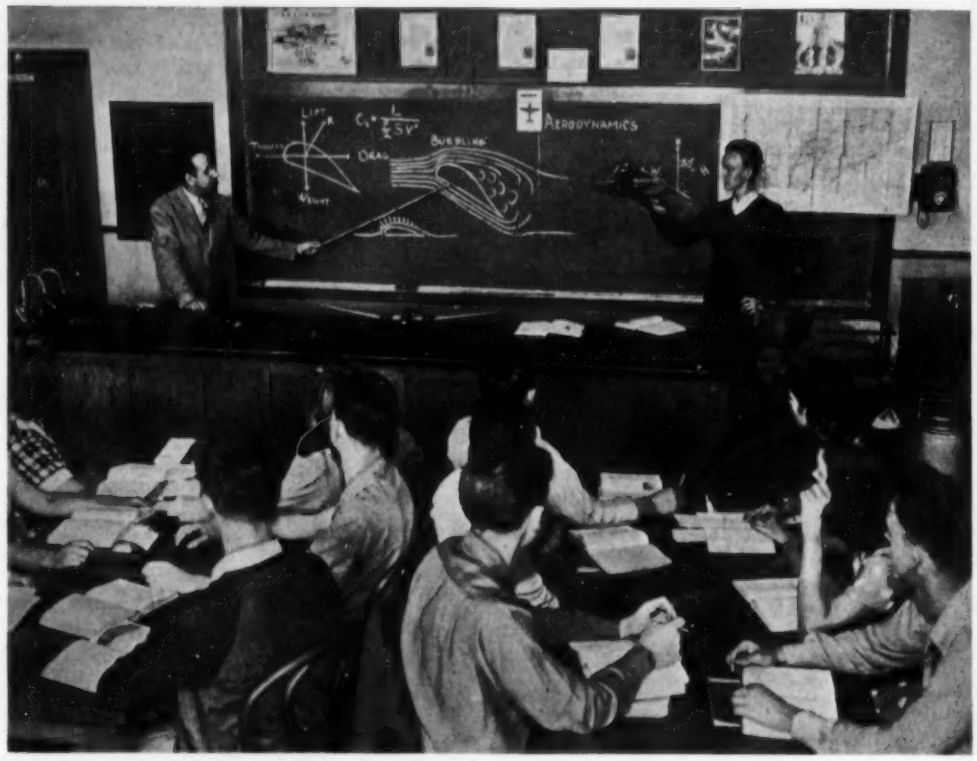
Had a visitor come to Cleveland a few weeks ago and inquired about high school summer work, he would have been told that the board of education operates two self-supporting summer schools — one on the east side, and another on the west side. About 2700 go to one, and about 1100 to the other. These pupils attend for eight weeks and take no more than two classes of 90 minutes each. Despite their size, these two summer schools do not comprise the entire high school educational effort in the area. A few of the suburbs conduct their own schools, the University has demonstration classes, the NYA, and other government sponsored groups are engaged in defense training, and, of course, there is the usual number of private agencies which operate.

We could tell our interested visitor also that after the depression had taken its toll in 1933, the board of education began operating tuition summer schools. The development since that time is significant because a fairly uniform and continuous administrative policy has been followed. With two exceptions there has been a steady growth in both the pupil enrollment and the pupil courses of the schools (see table I).

Although the length of the experiment has proved its worth, one may well look to the immediate future and speculate as to the probable effects of the war upon the summer school program. The reader is at liberty, however, to make his own interpretation of our experience in Cleveland as it may be made to apply to the operation of summer schools.

As a matter of fact, last winter prior to organization, we began to wonder about two things. The first was to determine what new subject offering could contribute to the war effort. We were later aided by the recommendations of the United States Commissioner of Education regarding the giving of preliminary courses related to aviation. Previous to that, the assistant superintendent in charge of senior high schools had sent questionnaires to the schools in an effort to determine what courses, new to summer school, should be offered. Machine-shop practice had to be discontinued after having been given the two previous summers because all the shops were appropriated by the national defense training organization. At the same time, too, we were also concerned regarding the effects of the employment situation on summer school attendance.

From the information received from the schools and the conferences held, it was decided to include in the offering the following courses which had not been given in the summer schools previously: shop mathematics, blueprint reading, mechanical drawing, foods preparation, industrial sewing, aeronautical mathematics and physics. It was not necessary to add commercial courses or higher mathematics courses since a full offering in those fields had always been offered. There was a pupil demand for all the new courses except those in the home-economics field. Although the number taking such work was small in comparison to those taking the usual subject offering, it is felt that it would have been a serious mistake for the summer school not to attempt to do its part in meeting the apparent need. Then, too, it should be noted perhaps that not only did we hold good sized double classes in aeronautical mathematics and physics in both schools, but we also found an extremely greater demand among the boys for work in college algebra, trigonometry, and solid geometry.



Aeronautics was one of the most sought for courses during the 1942 summer school session.

TABLE I. GROWTH OF CLEVELAND SUMMER SCHOOLS

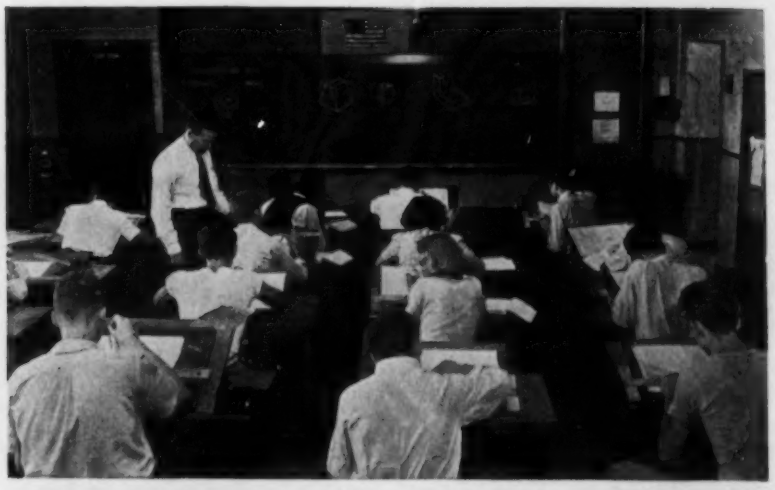
The table is self-explanatory. It shows both the growth and fluctuation of the summer school enrollments beginning with 1933. The gradual increase throughout the years shows the acceptance by the public of the prevailing self-supporting plan of operating summer schools since the inception of the idea.

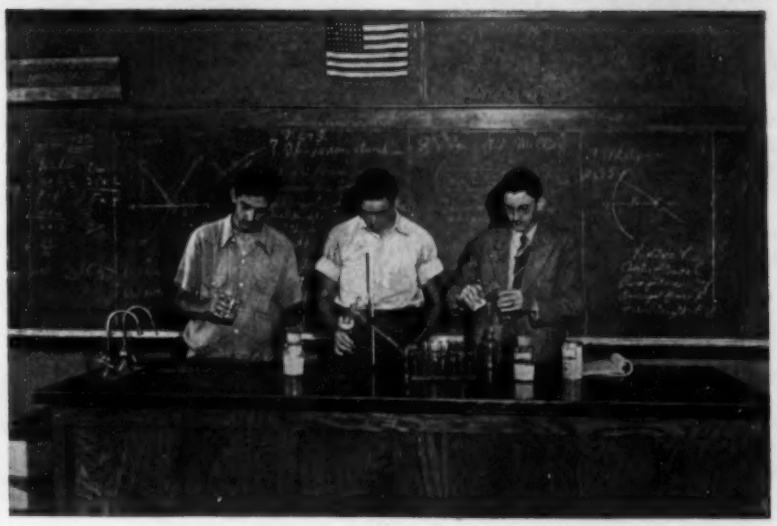
Year	*Pupils*	*Pupil Courses*	*Average Number of Courses Per Pupil*	*Percentage Increases of Pupil Courses Over Preceding Year*	*Over First Year*
1933	977	1542	1.54		
1934	1744	2645	1.51	71%	71%
1935	2199	3398	1.54	28%	120%
1936	2578	3943	1.52	13%	155%
1937	2816	4524	1.60	15%	193%
1938	3092	4681	1.51	3%	203%
1939	3525	3743	1.06	-20%	142%
1940	3541	5265	1.48	40%	240%
1941	3432	5325	1.52	1%	245%
1942	3866	6221	1.60	16%	303%

If our visitor wished still more information about the organization of the summer schools, we could tell him also about a few of the improvements which have been effected within recent years. Experience had demonstrated, for example, that it is possible to make workable summer school schedules without first seeing the tabulation of the subject elections. As a result we have followed the plan of printing the subject offering in schedule form and have supplied one for each home-room teacher in the chief contributing schools. Since these folders are sent to the home schools well in advance of the opening of the summer session, the pupils are enabled to select subjects not in conflict, and also to know in advance the meeting time of their classes.

Another innovation is the use of a perforated card which combines two forms — the pupil's request for summer school work, and the pupil's program card. The

[1]Director of Cleveland Summer Schools, 1942, Assistant Principal of Central High School, Cleveland, Ohio.





Top left: a class in stenography.
Bottom left: the students carried on a most successful campaign in the sale of war stamps.

Top right: a mechanical drawing class.
Bottom right: a typical chemistry laboratory group.

advantages of this form are worth noting. First, it provides a check list for indicating why a pupil is to attend summer school — a device which provides a ready answer to the pupil's question, "Can I go to summer school?" The cards which are signed by both the home-room teacher and the principal of the home school provide the necessary authorization for the pupils taking the requested subjects and eliminate the possibility of a denial of credit for the work taken. The third advantage is that before the close of the regular term, the pupil is provided with a schedule card with the classrooms indicated, the value of which is quite obvious.

Who May Attend Summer School? If we had asked a few years ago what pupils were eligible to attend summer schools, we could have said — "Any one who wants to" with the addition since the tuition has been charged — "and has the money."

However, this statement could not have been made during the past few years. Two factors have worked against allowing pupils and the parents to make their own decisions about summer school attendance. In the first place no school administrator is particularly pleased to have a summer school make his "regular" pupils irregular according to grade classification. In other words, he feels that failure creates enough irregularity without summer school adding to the problem. Then, too, during the past few years, acceleration has been discouraged in the senior high schools of Cleveland. One of the reasons for this policy has been that the world of industry had no place for immature youths who graduate from high school too soon. This year the policy was not modified, even though a great many of the colleges had begun to attempt in various ways to give four years training in three. Whether our policy of nonacceleration will be able to withstand the increasing demands of the war remains to be seen.

Still another change has demonstrated its effectiveness. Previous to 1939 the city had operated three summer schools, two on the east side and one on the west side, West Technical High School. In 1939 the two east side schools were consolidated in one centrally located building, John Hay, a commercial high school. Not only has the overhead of operation been decreased, but the enrollment has increased as well. The

PUPIL'S REQUEST FOR SUMMER SCHOOL WORK
Fill out in ink

Name _____ Present Grade _____
Last First
Address _____
Home School _____ Summer School _____
Check Reason for S.S. Attendance

	Grade of Subject	Subject Desired
☐ Previous Failure		
☐ August Graduation		
☐ To Correct Classification		
☐ Enrichment		

This pupil is entitled to take the ____ subjects listed above.

_____
Principal, Home School

PUPIL PROGRAM CARD
The period and room number will be filled in by the summer school principal. This card is the pupil's permit to summer school classes.

Name _____
Last First
Address _____
Home School _____ Summer School _____

Grade of Subject	Subject	Period	Room

_____ _____
Home school homeroom teacher Homeroom number
(Over)

The pupil's request and pupil's program card used in the Cleveland summer schools. The right half of the card is retained by the pupil. It contains on the reverse an outline of the summer school regulations, including information on registration, tuition, and attendance.

large unit has several things in its favor. Not only are small classes practically eliminated, but it is rarely, if ever necessary to combine different class groups for instruction. In addition the greater number of sections scheduled makes it possible for a pupil to select the subjects needed with a facility that is impossible in a small unit.

In taking leave of our mythical friend, the interested visitor, we would tell him that it has always been the aim in Cleveland to employ for summer schools the best teachers in the system. With a strong faculty it is not difficult to conduct good schools with progressive methods and to maintain high standards of achievement — an objective which was challenged this year because of the large number of pupils employed in defense plants and elsewhere. The summer schools have avoided commercialism and have performed a much needed service for the public. In appraising the summer schools of Cleveland, it would seem that the record of their growth affords their best justification.

There is given a brief exposition of some of the essential features of our plan of organization in the following outline:

ADMINISTRATION. Two principals administer the two schools. The principal of the larger school has a part-time assistant, acts as director of both schools, and is responsible to the first assistant superintendent in charge of senior high schools. A system of rotation has been worked out which includes the majority of the men assistant principals. The person who is summer school assistant principal one summer advances to principal of the smaller school the next year, and the year following serves as director of the summer schools and principal of the larger school.

FACULTY. The best qualified teachers of regularly appointed senior and junior high schools and senior men assistant principals are employed. Summer school subject must be the same as that taught in regular school. We attempt to prorate the number of teachers from each school according to the number of pupils contributed to the summer school the previous year.

SALARIES PAID. Each teacher is assigned two classes. Since 1933, slightly more than $300 has been the compensation for the term of eight weeks. This year the teachers received slightly more than $350.

CLERKS. Junior clerks at $100 per month are employed and are supplemented by student assistants.

PUPILS ATTENDING. Ten per cent, August candidates for graduation; 26 per cent, previous failures; 49 per cent, pupils irregular in grade classification; 15 per cent, students taking work for enrichment, PG's, adults, and nonresident pupils.

NUMBER OF SUBJECTS CARRIED. Only pupils made eligible to graduate in August carry more than two subjects.

SUBJECTS TAKEN. Thirty-four per cent of pupils enrolled in social studies; 20 per cent. English; 16 per cent, mathematics; 15 per cent, commercial; 14 per cent, science; 1 per cent blueprint reading and drawing.

AVERAGE CLASS SIZE. Between 38 and 39.

TUITION. $5 per class for residents; $7.50 per class for nonresidents.

COURSES OF STUDY. The same courses of study are used in summer school as those followed during the regular terms.

The biology course attracted a great number of interested laboratory students.

LENGTH OF TERM. The preliminary Saturday registration day is followed by eight weeks of instruction. A maximum of three absences is allowed.

SCHOOL DAY. Three class periods of 90 minutes each, exclusive of time for passing: I. 8–9:30; II. 9:35–11:05; III. 11:10–12:40.

BUILDING. The summer school has full use of all building facilities, including laboratories, visual aid equipment, and public-address system. The school pays for custodial services and supplies.

LIBRARY. Fully staffed school library is open each day from 8 a.m. to 1 p.m.

REPORT. Each year a complete report of the summer schools is made by the director to the assistant superintendent and the principals of the contributing schools. It makes easier the work of the succeeding summer since it includes: Financial Report, Sources of Pupils, Growth of Cleveland Summer Schools, Pre-elections and Actual Enrollments by Subjects, Reasons for Attending Summer School, Sources of Candidates for Graduation, Schedules of Classes, Withdrawals of Pupils, Subjects Taken for Enrichment, Summer School Teachers, Library Report, Supplies, Visual Education.

FINANCIAL ACCOUNTING. All financial accounts are audited and signed by a faculty committee. The principals are bonded and insurance is taken against robbery of the funds.

The Board of Education

L. A. Steger[1]

In recent decades boards of education have broadened the scope of their activities in advancing the program of public education. Beyond their local districts, state associations of school boards and national educational gatherings have provided board members significant opportunities for guidance in education and in the responsibilities of their office. As unpaid lay representatives of public service they are accepting their responsibilities with willingness and great devotion to service.

The next decade will place even greater responsibilities on the shoulders of these lay representatives. The financing of education must be scientifically regularized so that teachers, taxpayers, and children will receive fair treatment. The curriculum must be further developed professionally so that the ideals of democracy may be maintained. The school plant must be adjusted to the longer day and to a wider use. The struggle between public education and the forces of social action will bring forth leadership which should result in no less emphasis on education but in the integration of community programs for the common good.

Educational practice frequently lags many years behind our best professional knowledge. Reducing this gap between present practice and most acceptable professional procedures is one of the important obligations resting upon school-board members. It must be borne in mind that public education cannot have a static educational organization, or curriculum, and that it must adjust to the community which it serves. The next decade will abound with numerous opportunities for human service for boards of education which are alert to social and economic change and are anxious to make adaptations which our social order requires.

[1]Dr. Steger, who is superintendent of schools at Ames, Iowa, made the foregoing constructive statement in his annual report for 1941–42.

Education's Newest Task

William T. Miller[1]

The tasks of education have been growing increasingly complex as human curiosity has unveiled new mysteries of life. But, with all this complexity, there has developed a general agreement on the fundamentals of all education. Expressed in widely different terms by many authorities, a composite summary of these aims of education comes down to the following points of agreement: moral character, health, vocational efficiency, fundamental literacy, use of leisure, home membership, and cooperative living.

For the most part, these are well-established ideals, unchanged by time or human vicissitudes. As thus understood, education is a fairly stable process, its purposes and activities changing only with the obvious growth and expansion of human knowledge. To introduce this variable factor of a changing world into the aims of education, its purpose might be succinctly stated as: to train the individual to meet as adequately as possible the responsibilities of life in the world as it is. It is this "world as it is" that gives education its newest task.

Entirely regardless of the changing world, the individual with whom education deals still has fundamental responsibilities toward himself and others, toward his country and his God. Morality is still our duty, depending now as always upon immutable laws of right and wrong, and not upon any passing whim that whatever is is right. So are good health habits, worthy use of leisure, exemplary home membership, adequate command of mental skills, and the ability to earn a living — universal requirements for the living of a life, be the world what it may. In one way or another, by attaining these generally accepted aims of education, we do meet the responsibilities of life.

But there is a variable factor, a marginal area of responsibility in life which brings into focus the newest task of education. That factor is the changing aspect of the world in which we live. An adequate knowledge of "the world as it is" is education's newest task. Paradoxically enough, it is a task now only because it has not been recognized as such before.

The "Old" World and the "New"

A knowledge of world conditions, however, is really no new concern of education. Such subjects of study as civics, geography, current history, and economics must and do take cognizance of actual life conditions in order to be effective. Up to now, however, this awareness of the changing world has been largely confined to a sketchy overview of merely superficial variations in human living. The new task of education is to make youth completely conscious of the revolutionary changes that have made last year's world as dead as last year's leaves.

That this is a new task is attested by the rather naïve surprise with which our people have greeted the astounding military and naval successes of the Axis powers during the past year. Even the enemies of the Axis have surprised us. People who ought to know better are still amazed at the tenacity of the Russians in checking the victorious sweep of Hitler's legions. Even China still battling the Nipponese power after five terrible years, got little but polite attention until it dawned upon us suddenly that our future as well as theirs is at stake in Asia.

The world as it is today shows some very obvious deviations from what we have long considered normalcy. Most important of these changes is the rising tide of national consciousness among previously submerged peoples. India is the pre-eminent example of this. Pleading and working for years for real autonomy, if not absolute independence, the present crisis brings this issue into a suddenly acute problem. Unfortunately, courses in geography have done little in the past to bring out the human and economic factors of this question. As a result India is still a mystery to most of us. It will remain so until we begin to teach the world as it is. In other parts of the world the same national consciousness is causing a realignment of powerful forces of man power and productive resources. As a result of our inattention to these movements we are now poorly prepared to understand the epic events that unfold so rapidly before our eyes.

Education for the Air Age

Another phase of our changing world is the cancellation of natural barriers which have heretofore protected favored regions from conquest. Oceans, mountains, deserts, and rivers have been practically eliminated as obstacles to marauding armies by the rapid growth of aeronautics. Air power, both for transport and military movements, has made natural barriers nonexistent. The development of aeronautics has really been a gradual and well-known process; but during the past two years air power has suddenly become the dominant feature of the new world. Strangely enough, like so many other wonders of modern life, the airplane is a product of American inventive genius. Yet we have not only allowed other nations to get a commanding lead in the race for air power; but, until just lately, we have complacently watched the rest of the world go by in the air, while we fondly hoped that nobody would bother us in our refuge between two oceans.

Even the epochal book of Segersky, prophesying even worse things to come through the air, is still carelessly shrugged off by otherwise intelligent Americans. We can only pray that a benevolent providence will allow us to catch up with an air-minded world before disaster catches up with us. But providence has a way of helping those who help themselves. The only way for us to help ourselves is for education to "wake up America and stump the experts" who are bent on our destruction. In other words, education has another new task: to get us up into the air, not figuratively, but quite literally.

Even more revolutionary than the movements noted above is the gradual crystallizing of world opinion into two conflicting frames of mind regarding government. For want of a better name we call these mental attitudes ideologies. We have been accustomed to many variations in national ideas of how people should be governed. Out of the welter of opinions on this vital problem there have emerged two basically opposed theories: democracy and totalitarianism. Communism was long considered a third ideology; pretending to be democratic, but actually totalitarian. Disregarding the religious controversy concerning communism, the fact now is inescapable that Russian communism is at last allied with the democracies in their struggle against Axis tyranny. So that, in effect, we now have two ideologies fighting for survival: the totalitarian and the democratic ideas.

The recital of the above facts must seem monotonous and useless; but the point is that education has been all too slow in recognizing the perfectly obvious line-up of the world as it is. It has been considered unpatriotic to teach pupils the details of the totalitarian idea. In some cases even the mention of the term was forbidden. The meaning of democracy was not taught at all until quite recently; and even now it is ineffectively done. To clarify the minds of our youth as to the two opposite ideologies now contending for world supremacy is the newest task of education, and its most difficult. It must be done if our youth are to have any heart in the struggles which they are facing, and must continue to face, in the months or years to come.

Germany's Education for Death

Some people wonder at the military skill, productive efficiency, and fanatical self-sacrifice of German man power. The reason is perfectly obvious to anyone who cares to examine the German educational program of recent years. Every activity of this program is dictated from above, with one purpose always in view. That purpose is to saturate German youth with the idea that the German race is superior to all others, that national socialism is the only perfect system of government, and that conquest by war is the highest duty of

[1]Jamaica Plain, Mass.

every German. It is needless to enlarge upon the methods by which these ideas have been inculcated into the minds of German youth. The results are plain for anyone to see. All agree that it is the youth of Germany who are its real strength. Whatever dissatisfaction or doubt may exist in Germany is confined chiefly to older people, who have not been educated according to the Nazi technique.

What has been said about Germany applies equally to Japan, although it is not so well known to American observers. If we have failed to watch Germany carefully, we have practically ignored Japan. But the same indoctrination in racial superiority and the divine duty of conquest has been the constant aim of Japanese culture for many years.

Does this mean that we should copy the Axis educational methods? Not at all; but it does mean that we must stop hiding our heads in the sand, must look up, and see what is going on in the world as it is today.

In doing this, we do not need to abandon any of our cherished aims of education. Instead this intelligent attention to world conditions will supply point and motive to many school activities which have previously been of merely academic interest. For example, good health habits have been earnestly taught from a purely personal viewpoint. Now the recognition of the necessity to defend our freedom in physical combat against hardened enemies gives a new incentive to build ourselves up in bodily physique. Not the highest motive, perhaps, but the only motive understood by millions in the world as it is.

The command of fundamental skills of literacy, long a bugaboo of elementary education, comes into painful evidence when the Army and Navy attempt to obtain suitable material for officer and flight training schools. The necessity for a permanent body of mentally trained men in a world filled with war should arouse new interest in all aspects of fundamental literacy.

Likewise the surge of mechanical and scientific production gives youth something to shoot at in vocational efficiency. Even leisure time becomes purposeful when used in experimenting with model airplanes. Reading is more interesting when it satisfies the innate curiosity of youth about a world which has suddenly become a part of our own problems of life. All these are but phases of the new task of education, the acquaintance of youth with the world as it is.

We Have Made a Start

Although we have been slow to recognize our needs in this respect, a start has been made. Witness the nationwide effort to make aeronautics an integral part of secondary education. Outlines and textbooks have been prepared, and teachers have been and are being trained — all with the purpose of making our entire body of youth air-minded, so that they may better understand and compete with

A Cornerstone in Our Defense.

a world that has taken to the air. National educational authorities have feverishly attacked the problem of attuning our school programs to what they call "the war effort." A committee of such experts recently formulated a 10-point program in which they stressed war-based mathematics, science, mechanical training, domestic arts, and hygiene, as well as the study of war aims, national defense methods, global concepts of war, and even the postwar peace. These are blueprints for progress; but they are only blueprints, and actual production is needed at once.

Most important now for our future welfare is a definite, comprehensive study of the conflicting ideologies that divide the world into two armed camps. Our youth must not only be loyal to their country; they must know why they are loyal. To do this, they must understand what democracy means, and also what totalitarianism implies. We do not need to preach any doctrine of hate to our youth; but we do need to teach them the essential right of democracy and the essential wrong of totalitarianism.

It is quite obvious that the survival of any nation depends upon the united will of its people to survive. To secure this national unity there is no substitute for education of all the people, young and old, in the fundamental ideology upon which our beliefs and actions are based. This blunt statement will not sit well with those who believe, quite properly, that education should leave us free to think for ourselves. It seems to imply indoctrination, intellectual regimentation; and to a certain extent it does. But in this, as in everything else, war makes a virtue of necessity. If we cannot unite, we cannot win; if we cannot win, we cannot survive; and if we cannot survive, we cannot ever again be free to think or even to live.

Four Purposes of Unity

Enlisting education for national unity does not necessarily mean the stifling of individual judgment. It need not imply any surrender to the dangerous and erroneous dictum: my country, right or wrong. The aims of democratic educational policy, either in war or peace, should be simply these: first, to give our people a clear idea of what our free institutions mean; second, to give them a thorough knowledge of the world forces opposed to those institutions; third, to train them in every skill needed to protect ourselves against those forces; and fourth, to develop in them that love of life, liberty, and the pursuit of man's ultimate happiness that will keep our democracy forever free from tyranny and greed.

Under ordinary conditions, if each group of world peoples were willing and able to work out its own national salvation without regard to the rest of the world, education in our land would have no problem except to perfect our own way of life. But the rise to power of predatory dictators has made national isolation equivalent to national suicide. That is the simple fact which education must now make crystal clear to the youth of today, who will have to fight the wars to enjoy the peace of tomorrow. The world as it is has no longer any natural barriers against aggression. Air transport has turned oceans into lakes, mountains into foothills, continents into backyards, and days into hours. At least part of the world has abandoned all pretense to what we formerly called international law; the law of the dictator knows neither mercy, nor honor, nor truth. The world has only two camps; the slave minded and the free.

That is the world as it is today; and that is what education must teach our youth before they can understand what they must do to remain free. It is not only education's newest task; it is its most important duty. If education fails in this task, the failure of democracy will be its epitaph in years to come.

ATTENDANCE CONTROL

The most practical and effective plan to check tardiness and skipping of classes in a large high school requires every teacher in every room to take attendance at the beginning of the class period. List names of those absent or tardy on a printed form adapted to this purpose and place same on a hook just inside the classroom door. About five minutes after the period has begun, have these slips collected and taken to the central office. They are then recorded in an alphabetical list by the attendance supervisor who is thus able to see immediately who is absent or tardy. If this information does not coincide with the report from the previous period, he has a chance to detect cuts at once. This procedure repeated during each period of the school day can even apply to assemblies where students are seated by home-room groups and definite seats assigned. This plan works in a high school of approximately 1000 students and there is no good reason why it will not work just as well in one of 5000. It makes teachers attendance conscious when they know that any errors they make will be brought to their attention at once. Furthermore, when students know of this frequent check and that the office is on the job every period they are not inclined to take chances. *Quickness of detection is a big deterrent.* It is difficult for careless teachers (a big source of attendance difficulties) to get by under this scheme. — *Clarence C. Dunsmoor, Director of Guidance Records and Appraisal, New Rochelle, N. Y.*

The Ethics of Teacher Promotion

Charles I. Glicksberg[1]

After a number of years of experience, many teachers, especially when they have proved themselves exceptionally able in the performance of their duties, become ambitious to advance in their profession. Hence they feel the need not only for satisfying the official requirement which will make them eligible for promotion but also for putting forth their best efforts. After passing the required academic courses they file their applications and wait for an examination to be scheduled. Or they may consider the possibility of leaving the city where they work and finding opportunities for promotion in some other community. At any rate, they undertake every assignment with vigor and enthusiasm, looking upon their work as a challenge, a test of their ability. Extremely conscientious and cooperative, they gladly welcome the call of extra duties. It is not calculated selfishness that determines their attitudes and actions but true professional zeal. They have a stake in the welfare and progress of education. Of course, they hear rumors and cynical stories about the whole business of promotion; the "old-timers" are disillusioned, sneering more or less openly at those who still expect miracles to happen. Unless one knows the right people and plays politics cleverly, the effort is futile, the labor is in vain. Those who wish to advance, however, put no stock in these disheartening reports. They are sustained by a consciousness of their own worth. Mistakes of judgment may possibly have occurred, but on the whole the examiners and the appointing executives are men of integrity, as honest and honorable as human nature allows.

Are these legitimate ambitions to be rudely shattered? In some cases, no doubt, that will be the end result. Misfits, incompetents, teachers essentially mediocre, will persist in applying for promotion, and their consequent disappointment will be nonetheless hard to bear. In a race only one can be declared the winner; the others, however heroic their efforts, must content themselves with a lower ranking. But in athletic contests the results can at least be made objectively reassuring. One man ran faster, covered the distance in shorter time. There can be little dispute about the finish, however close. The canker in the leaf, the wormwood in the wine, appear when the least suspicion of unfairness or unwarranted antagonism enters the mind. It is, therefore, incumbent upon those in positions of administrative authority to bear their trust responsibly, irreproachably. It is costly, it is wasteful to break the spirit of the most gifted and energetic members of the teaching staff, to lower their level of aspiration to a dead, mechanical conformity.

[1]New York, N. Y.

Merit v. Influence

If opportunities for advancement are not kept open on a democratic, genuinely competitive basis, teachers will soon get wind of the fact and they will turn sour, dissatisfied. It is difficult to conceive of any factor, both in the army and in the educational system, which tends more readily to work havoc with the morale of the personnel. No matter how many hurdles may be set up, no matter how mathematically precise the method of computing the quality of ability may be, the human equation cannot be eliminated, and it often crops up in a discouraging form. In one large educational system, for example, the qualifications for promotion are stringent; a series of examinations must be passed, and failure in one of them is sufficient ground for rejection. Candidates are weeded out in grand style. Objectively considered, this method of selecting the best man for the job would seem to be unexceptionable; there is a board of examiners, and specialists in a given field are frequently invited to contribute their services. Nevertheless, many teachers strongly suspect that extraneous factors do play a part in shaping the final decision. And by that they don't mean qualities of personality, which are in themselves hard to measure, but other more unpleasant factors. Their complaints boil down to this: In order to rise from the ranks, one needs "pull" and "influence." More sinister in its implications is the charge that racial and religious discrimination is practiced. Now there may be no foundation to these charges. The experience of failure is bound to create a group of chronic grumblers who rationalize their defeat by creating the myth of an iniquitous system.

Even if we discount their testimony as heavily biased and therefore unreliable, the incidence of frustration and resentment is still too large to be thus explained away. Certainly it cannot account for the intense feeling, persistent and fairly widespread, that injustice has been done. Many candidates are more or less able to appraise the probability of success and failure, to compare their chances with those of their rivals, and to bear the burden of rejection with some degree of philosophical fortitude. In any event, the fact that they feel this way is psychologically of the highest significance; it is a dangerous symptom which no diagnostician zealous to promote the health of the educational system, would ignore. It points to the unfortunate consequences that would follow if a large number of teachers felt they were being treated unfairly. Some teachers are broken in spirit by this disregard of their personal merit, their earnest ambition, their efforts to succeed. Others develop a protective layer of cynicism not unmixed with despair: What is the use? What person relishes having his most precious gift rejected?

Unfortunate also is the effect of these embittered candidates on the morale of others — friends and colleagues — who have followed their quest for advancement with personal sympathy. The conviction steadily gains ground that there is something wrong with the method of granting promotion. They behold inferior but more influential teachers gain the coveted post.

Is there any reason why such conditions should prevail? Are there no feasible reforms that can be instituted? Here are a few recommendations which can be revised and improved upon in the light of the needs and problems faced by different boards of education.

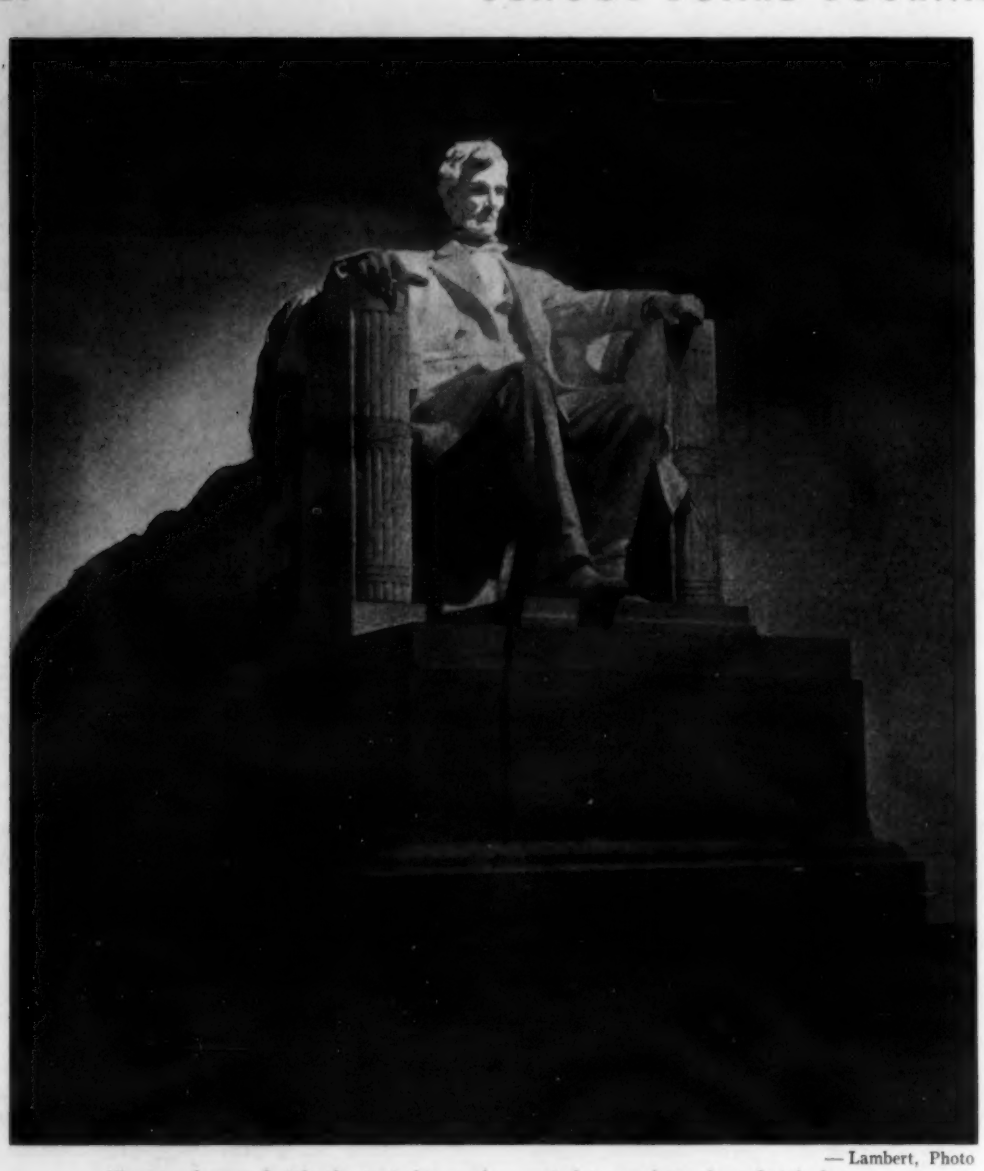
Five Improvements Recommended

1. Every possible effort should be made to remove the suspicion of wirepulling, of "political" influence.

2. It is equally important that the examinations be humanized. The personality of the candidate; his years of faithful, meritorious service; his investment of time, money, and energy in satisfying the requirements for this position; his commendable ambition — all these should be taken into consideration. It is the duty of the superintendent of schools and his staff of examiners to retain the genuine loyalty of teachers by recognizing their ability and achievement, by expressing gratitude when the opportunity presents itself for the successful contributions they have made and are making to educational progress, and by manifesting a sincere desire to help them.

3. It might prove a desirable innovation to permit the principal to appear before the board of examiners as an interested witness, testifying in behalf of the candidate. A written report or recommendation is too formal. It is to the interest of the principal to take care of his own, to support his "children" in their time of need, to repay loyalty with loyalty. Nothing will serve better to take the poison out of the sting of failure, to soften the blow of defeat. The disappointed candidate will be consoled by the thought that at least one administrator did not lose faith in him, and there is always the next time to look forward to.

4. A period of apprenticeship might be instituted as an integral part of the examination system. Each candidate, even if he failed, would thus have had at least a year of higher teaching or administrative experience. (This is to be distinguished from the probationary period of one to three years which, in some cities, each



— Lambert, Photo

"Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it." — Lincoln. (Cooper's Institute Address, February 27, 1860.)

appointed candidate to a higher post must serve.) The proposed innovation may be difficult to administer, but it is distinctly worth trying.

5. A great deal has been written about the psychology of education, but relatively little has been done in the way of facilitating relationships between teachers and their administrative superiors. A humane and far-sighted administrator will take proper measures to drain off the bitterness of rejection. He will make clear to each candidate (in a postexamination interview that is more than a cold formality) wherein he has fallen short, what he can do to remedy his faults and improve his chances. This is admittedly a tall order. Examiners are busy men; unsuccessful candidates are often refractory, obstreperous in their refusal to face unpleasant facts; there is little time for humanizing the system, especially when the schools are very large. But the attempt can be made. Grounds for dissatisfaction will continue so long as teachers are rejected, but the demoralizing impact of frustration and the feeling that they are the victims of injustice, can be greatly eased if not entirely eliminated. And why not? True, examiners are not infallible; they work according to the best lights they have; they are human and therefore liable to err. Since that is so, all the more reason for granting to each candidate a measure of human kindness.

Professional and Human Basis of Advancement

It is not the negative but the positive aspects of promotion that should be stressed. How is talent to be recognized and properly rewarded? How is justice to be dealt out? Who is to be the final judge of merit? How shall the worthy be selected and the unfit or the less fit weeded out? Here are a few tentative suggestions which may prove helpful:

1. The first thing to look for in a candidate is quality of leadership. Does the would-be department head, supervisor, or administrator inspire confidence? Does he set a fine example of industry, initiative, efficiency, resourcefulness, constructive imagination? Is he capable of encouraging his subordinates to give of their best? Does he possess the capacity for growth?

2. The successful candidate should be thoroughly versed in his field; if possible, he should be a specialist who has gained recognition by making some significant contribution. That is an earnest of sound scholarship. But whatever the situation may be in the colleges where scholarly "productivity" is the road to academic advancement, in the elementary and secondary schools that is not enough. Specialization may prove a snare, a clog, making for narrow vision, departmentalized thinking. Something more is needed.

3. That something more is an interest in and understanding of the educative process in all its complex implications. How does the specialized subject tie up with education as a whole? How does it facilitate learning? What does it have to contribute to the harmonious growth of the young? How can it be correlated with the teaching of other allied subjects? What is the role of psychology and psychiatry in education? What are some notable and fruitful experiments that have been conducted in the field of educational research? What are the signal advantages or disadvantages of this or that new idea in education? The answers to these and similar questions need not conform to a standardized pattern, but they should indicate that the candidate has done critical reading and has devoted some thought to these problems.

4. The candidate should also be possessed of a broad, general, humanistic culture, even if his speciality should be physical education or physics. The administrator, if he is to prove deserving of his position and of the respect of the personnel, should have a rounded intellectual background: a knowledge of literature and music and art, an interest in scientific progress and achievement, an intelligent awareness of the political and economic scene and of political and economic theory.

5. He should be active in community affairs. (Here we are treading on thin ice. How shall the examiner learn to recognize the inveterate "joiner" who uses his organizational affiliations as a steppingstone to power? The dynamism of motivation is difficult to explore; how impugn the sincerity of a man who "belongs" and who believes in the virtue of "belonging"?)

6. Since language is the means by which we judge the outward man, the candidate's speech should be not only correct but also expressive, forceful, a fitting garment for his ideas. He should be able to speak extemporaneously and well on any topic of public interest. He should be able to deliver a lecture or address a large audience, without betraying any external signs of embarrassment or constraint.

7. The candidate for promotion should have an original, vigorous, fertile mind. Is he gifted with sound judgment? Can he come to reasonably accurate conclusions in most instances when he is judging men and affairs and when he must act on

incomplete information? He should be hospitable to experimentation, willing to recognize the value of traditional methods, but also aware of the enormous territory not yet explored. He should be ready to experiment with and adopt new methods once they have demonstrated their educational usefulness. In short, he should put into action the values inherent in sound philosophy as well as the scientific method.

8. As important (and as difficult to gauge) as the quality of leadership is the possession of a cheerful, wholesome, integrated personality. The candidate should be quick to discern the good qualities of people, respecting the dignity and worth of his co-workers, generous in his praise of meritorious work, free from petty prejudices or marked egotism. He should be capable of winning the loyalty and cooperation of the teachers placed under his charge. Above all, he must like the young, understand them and their problems, ever ready to help them when they need help.

9. Objectively, what has the candidate succeeded in accomplishing as a teacher? The future is implicit in the past. It is not likely that the official act of promotion will effect a transformation of character. The teacher's record is as good a criterion of future competence as any we can find. Has he been notably successful in instructing and inspiring his classes? Good. That should count for something. Has he been a member of professional committees that have contributed to the advancement of the schools? Fine. That is indeed a valuable educational experience, enabling the teacher to observe other schools in action, to compare their philosophy of education and their objectives with his own, to study teaching methods and exchange ideas with other members on the committee. Has he succeeded in raising his level of professional competence within the past few years? Has he written significant articles for professional journals? Splendid. But a mere bibliography is not enough. The superintendent or the examiner should take into consideration the reputation of the periodical in which the articles appear as well as the intrinsic value of the articles themselves.

In Conclusion

No system that we can devise is absolutely foolproof. Even if it were, its success would still depend upon the intelligence and integrity of those who administer it. Educators entrusted with the important responsibility of conferring or withholding promotion, should realize that a correlation exists between failure and frustration, between success and further striving, between frustration and aggression or compensatory hatred. Grant a classroom teacher a taste of success and his level of aspiration is raised. The success is an outward, visible, and officially sanctioned confirmation of his inward faith and longing. If democracy in education is to function effectively, then the door to opportunity must be kept wide open, ability must be recognized and rewarded, advancement must be based on genuine merit and on that alone.

Honorably Retired or Fired?

J. M. Clifford[1]

Constant dealing with teachers who are retiring after many years of service has led the writer to believe that most of them feel that they have been "fired" rather than honorably retired. In spite of Robert Browning's famous lines, "The last of life for which the first is made"; few people face retirement with any degree of pleasure. It is not pleasant to feel that one's life-work is done. Even less pleasant is the feeling that one has been fired.

In most cases, school superintendents and school boards seem to handle the matter of retirement rather crudely. This is particularly true where local school-board regulations make retirement mandatory at a certain age. A duplicated or dittoed form letter is frequently used to notify the teacher of his or her retirement status. The following form made up on a ditto machine on very poor quality paper is sent to teachers in one Michigan school system:

.....
(Teacher's name)

In accordance with a board of education ruling adopted March 31, 1939, and effective September 1, 1939, teachers are to be retired from the ——— Public Schools at the end of the school year during which they become sixty-five (65) years of age. Teachers who reach this age during the regular school year will be allowed to complete said year but teachers will not be permitted to begin work in September if they have reached the age of 65 on or before September 1.

According to the records on file you were .... years old on .....

This is to notify you that in conformity with the above rule, you are not eligible for employment for the school year beginning September ...., 19.....

.....
Superintendent of Schools

Dated: .....

The teacher who received this dittoed notice had served in the public schools for 43 years, 29 in the same place. This teacher is entitled to retire with an annual annuity of $710, but that is not the matter under discussion. The teacher feels hurt because no recognition has been made of her long term of service.

Why Not a Personal Letter?

The school system which uses this form letter employs less than one hundred teachers. At the most two or three retire each year. How much better it would have been if the superintendent had dictated a personal letter to the teacher calling attention to the value of the long term of service and expressing regret that it was necessary to require retirement. It would have been better yet if arrangements could have been made to have the local teachers' club honor the retiring teachers at a tea or dinner.

It is a wise superintendent who handles retirement so that teachers feel that they have been honorably retired and not fired. A little attention to this matter will be very worth while. In most cases, the retired teacher continues to live in the community. If she feels as though she had been fired, she is likely to disturb the public relations program of the superintendent.

There is another side to the problem. The retired teacher also needs to adopt the proper attitude. An attempt should be made to retire graciously and to make the proper adjustment after retirement. Retired teachers and teachers who are about to retire will be helped by reading the booklet, "Avocations of Retired Teachers," published by the National Education Association at Washington, D. C.

[1]Secretary, Michigan Teachers' Retirement Fund Board, Lansing, Mich.

TEN SUGGESTIONS FOR GETTING OUT SCHOOL SCRAP

1. Head up the campaign by appointing an executive of the school system, preferably an assistant superintendent of schools, or the business manager, or the supervisor of buildings and janitors.

2. Use bulletins and all other available publicity to enlist teachers, janitors, and other school employees in the campaign.

3. Comb the school plants, particularly the storerooms, the attics, and the basements for demounted scrap and unusable and abandoned furniture, equipment, and supplies.

4. Have the scrap delivered to the school headquarters where it may be classified and segregated.

5. Make each principal and head janitor responsible for preventing spoilage and waste in his school.

6. Report promptly equipment and materials which are obsolete. If equipment has not been used for one full semester, and it cannot be proved that it will be used in the next school year, have it reported to the school-board headquarters from which it can be ordered sent to another school — or called in to be scrapped.

7. Salvage usable parts from furniture, equipment, and supplies marked for scrap.

8. Sell to scrap dealers, etc., promptly all available scrap.

9. Report regularly on the collection of scrap to the Industrial Salvage Committee set up by the war production board in the local community.

10. Enforce monthly rechecks in every department of scrap material previously overlooked.

NOTE: This suggested outline is based on a plan recommended for industrial use by the American Industries Salvage Committee, New York, N. Y.

The School Produces and Exhibits a Film

Godfrey Elliott[1]

Intelligent planning of the school-made public-relations film demands that two questions be answered before the producer begins work: (1) For what type of audience is this film primarily intended? (2) What message will the film try to convey to that audience?

In planning the public-relations film the committee in charge must outline, title, and edit the film in terms of the prospective audience: its educational level, maturity, social status, and its familiarity with the work of the school system. For example, it should be obvious that a public-relations film intended for use with an audience of comparatively low educational level cannot successfully employ the same type of editing, the same approach, and the same terminology in titles that will be used with the PTA audience in a high-quality suburban community of professional workers.

Just as with any other medium of communication between the school and community — the news story, platform address, radio program, pamphlet — the public-relations film *must have a point or a central idea* around which the story can be developed. Films just don't begin out of nothing and grow into something; at least, the good ones do not. The film expresses an idea put into it by its producer. If there is no idea behind the film, it would be absurd to expect the film to communicate an idea to its audience.

Types of Films

Experience has shown that best results are obtained with the public-relations film when it is limited to some special level or phase of schoolwork: the primary reading program, the intermediate grade science activities, the high school shops, the school library and its function, the hot-lunch program, the school transportation system, and so on down the long list that any local committee can draw up best for itself.

In general, and in its more simple forms, there are three broad types of public-relations films: (1) the all-purpose film which surveys a wide variety of school situations within the system, with little if any regard to a central idea; (2) the vertically organized film which may show the work of an individual school unit within the system, or which might portray a curriculum area which touches all grades; (3) the horizontally organized film which takes up some special phase of the school program as it affects all parts of the system irrespective of grade levels. Whether by chance or otherwise, it is true that the majority of really effective public-relations films have been found thus far in this second classification. It is likewise true that most of the ineffectual public-relations films are to be found in the first classification.

Getting Started

The decision to produce a public-relations film does not of itself bring about the desired results, for in addition there must be some very careful preliminary planning before the actual photography begins. First of all, there must be assembled a capable committee of persons who are thoroughly familiar with the area that will be covered in the proposed film. It is not necessary that the committee be composed of persons with technical knowledge and experience in cinematography; it is far more important that they know the educational aspects of the problem.

The committee's first activity may be to survey what is being done elsewhere with public-relations films. Screening a few selected films borrowed from other schools may give some inspiration for developing the local film. This procedure will certainly make it possible for the local committee to profit by some of the mistakes made by other producers. Once the committee has familiarized itself with the local possibilities for a public-relations film, it must select the theme around which the film will be developed. It is here that they must decide what the purpose of the film is to be, and how that purpose will be developed.

A further important step is to survey the resources at the disposal of the local committee. What technical talent is available in the school or in the community? What essential equipment is owned by the school, or where can this equipment be borrowed or rented? And, what provisions are to be made for financing the production?

At this point, with all the preliminary work completed, the committee is ready to begin the actual writing of the script. The story that will be filmed must be planned carefully on paper if it is to succeed. The day has passed when one could make a satisfactory public-relations film out of a hodgepodge of scenes collected over a period of several months. If the film is to follow the idea and purpose outlined for it, the story must be plotted very carefully in order to insure the achievement of that purpose. Writing of a script is not a technically difficult task, and should not be approached as such. There is no great necessity for following the elaborate mechanical form of a professional script. The important thing is to describe and organize the scenes that make up the film, and to have those notes for constant guidance. If this can be done informally, the results can still be as effective as if a standardized scenario form had been used.

Home-Economics Sequence — No. 6

SUBTITLE: If you had visited the Home Economics Department on Friday you would have seen work like this going on. (*Fade out*)
SCENE 1: (*Fade in*) Close-up of the outside of the classroom door, showing a plate bearing the word "Kitchen."
(*Dissolve to*)
SCENE 2: Close-up of duplicated assignment sheet. Girl's hand is seen as she places check mark opposite paragraph near bottom of page: "Friday — The luncheon menu which you completed yesterday will be prepared and served to Group Two today."
(*Dissolve to*)
SCENE 3: Long shot of girls working at cooking tables.
SCENE 4: Medium shot of instructor conferring with one group at a table.
SCENE 5: Close-up of finger going down menu card.
SCENE 6: Medium shot of student arranging salad plate.
SCENE 7: Close-up of student cutting biscuits.
SCENE 8: Long shot of two students setting luncheon table.
SCENE 9: Medium shot of student arranging silverware on table.
SCENE 10: Close-up of girl's hands arranging flowers on table.
SCENE 11: Close-up of bread being removed from oven.
SCENE 12: Long shot of Group Two being seated at table.
SCENE 13: Close-up of one girl as she starts eating.
(*Dissolve to*)
SCENE 14: Close-up of hands clearing away table after meal.
SCENE 15: Medium shot of table being cleared.
SCENE 16: Medium shot of student washing dishes. Her left hand carries a washed plate out of view to left. (*Fade out*)

A typical section of school-film script.

A satisfactory school splicing unit consists of the splicer proper, an enlarging viewer, a homemade table, and a pair of rubber gloves.

Equipment and Costs

Equipment necessary for the production of the school-made film no longer constitutes the problem that it did a few years ago. Many schools now own the basic items of equipment, and those that do not do so, generally have easy access to such equipment through teachers or friends of the school.

In order to photograph the film successfully it will be necessary to have at least the following articles: a 16mm. camera,

[1]Oakvale, W. Va. An earlier paper on school public-relations films appeared in the JOURNAL for October, 1942.

Pupils cooperate heartily in the making of a public relations film when they understand that they are helping the school.

tripod, light meter, and (for indoor work) lighting apparatus. For editing the film and putting it into shape for final projection, the following are essential: a pair of rewinds, a good splicer, and if possible a viewer for examining the film when splicing the scenes together. All this equipment is pretty nearly a basic list, but improvisations can be made for a few of the items included in it. Many other accessories can be used to advantage if they are available, but their absence will not seriously affect the quality of the production.

Cost of 16mm. production ranges from $30 to $40 per 400-ft. reel of silent black-and-white film. This figure includes the cost of commercially made titles for an average school-made reel. The figure cannot be given as absolute, due to factors of waste footage, the nature of the film stock used, the experience of the crew, and a number of other items. Shooting the film in color will raise these figures by about $10 to $15 per reel. If the school should be ambitious enough to attempt a sound film production, it is possible for as little as $100 to post-record a narrator's voice on one reel with fairly acceptable results.

Using the Film

"Now that you've got it, what are you going to do with it?" may well be asked of the production committee at the end of production activity, after the film has been photographed, titled, and edited.

What would happen to the newspaper publisher who decided that his work and his responsibility ended with the paper as it came off the presses? The task of utilizing the values of the public-relations film does not end with production; there is still the most important problem of circulation. The public-relations film and the newspaper alike must both reach their intended public before it can be said that their usefulness begins.

In making preliminary plans for the film, the committee considered the possible audiences that it might reach. Now, at the end of production, means must be found to project the film before every possible part of that intended audience. If the primary purpose of the film was to justify the need for a proposed new building, then the film must be presented at every possible opportunity where patrons and taxpayers are present. If the purpose of the film is to enlist the cooperation of mothers in the elementary school's hot lunch program, then plan for the continued use of the film wherever a member of the intended audience can be reached.

To return to the newspaper publisher for another analogy, producing the film for a single showing at some school function is much like the nonexistent publisher who displayed his newspapers for sale in his own building and forgot about other problems of circulation.

The Commercial and Advertising Use of the Schools

Eleanor M. Harrington, Ph.D.*

While an interest in the "wider use of the school plant has been reflected in some states by more liberal rulings of the courts, and in others by specific legislative enactments authorizing this wider use";[1] there is manifest in the school codes of the 48 states and in local school-board rules and regulations a well-defined mandate that commercial use of the schools shall not be permitted. It is not surprising, therefore, that of all the cases brought before the state school officers and the courts for adjudication, those in which the cause for complaint has been commercial use are in the majority.

Local groups of citizens, particularly businessmen's organizations, have never failed to seek redress, where the use bears any resemblance to commercial use of the school facilities. In many of these cases they have been motivated by material decreases in their particular businesses and by the resultant unprofitableness of such enterprises. The continually broadening sphere of educational activities is responsible, in no small measure, for these aggrieved feelings. Another, but none the less important factor is the rapidly expanding program of modern school construction. "All modern plans," says Cubberley, "for all types of school buildings at once suggest larger community usefulness for them, than the mere seat work instruction of children for a few hours a day. A modern school building should be capable of being transformed into a community-center institution, ministering to the needs of both the children and the adults of the community both in the daytime and in the evening and for almost the entire year."[2] This concept of the purpose and usefulness of a modern school building is not easily found acceptable by that large group of American businessmen who have conceived of a school, as an institution, whose doors are closed five sixths of the year. Their charge of "commercial use," therefore, is not difficult to understand.

"The crux of this matter," as Justice Folland of the Utah Supreme Court reflected in 1932, when deciding the appeal brought by the North Summit School District, "is to determine what is meant by the phrase 'commercial purposes' as used in section 4587 (of the Utah statutes)."[3] Is the test of commercial pur-

*Brooklyn, N. Y.

[1]Harold H. Punke, *The Courts and Public School Property*, p. 250.

[2]Ellwood P. Cubberley, *Public School Administration*, p. 567.

[3]"School Laws of the State of Utah, 1933" — Sec. 75-22-5, p. 46.

pose the fact that a fee is charged or collected for admission to any game, contest, show, entertainment or other activity? The statute makes no such test. On the contrary the statute . . . contemplates that such a fee may be lawfully charged."[4] Continuing, the Justice pondered, "What then is a commercial purpose? The word purpose is defined in *Webster's New International Dictionary* as 'That which one sets before himself as an object to be obtained; the end or aim to be kept in view in any plan, measure, exertion or operation; design; intention.' In the same dictionary the word 'commercial' is defined as 'of or pertaining to commerce; mercantile; hence variously occupied with commerce; engaged in a trade.' The word 'commerce' is defined as 'business intercourse' especially the exchange or buying and selling of commodities and particularly the exchange of merchandise on a large scale between different places or communities; extended trade of traffic."[5] The Justice then referred to rulings concerning theatrical amusements as noncommercial because nothing is transferred in the process, concerning baseball as a sport, not trade; concerning grand opera as involving none of the elements of trade or commerce as commonly understood.[6] In summing up, the Justice declared:

> We must conclude that, while the conducting of motion-picture shows, dances and other entertainments, where admission is charged, may have some business aspects, yet in view of the wording of our statute, we cannot say that the Legislature intended by the word "commercial" to exclude all games, dances, baseball, football, basketball, debates, lectures, or other musical entertainments, where a charge is made for admission to such entertainments. Entertainments of this nature cannot in the presence of the well-known definition of the word be said to be commercial because there is no merchandise or commodity exchanged, bought, or sold. . . . The school authorities were not engaged in ordinary business transactions, but permitted student-body activities for the purpose of training the students in business management and self-government.[7]

It is significant that the school laws contemplate no commercial use, but neither do they intend that boards of education shall be so restricted, in their attempt to avoid such use, that school administration is seriously hampered. Such alleged uses may be divided roughly into two categories, those in which the use complained of is a use of the schools as distinguished from those in which the use protested is a use of school property.

Advertising

Since their contacts with actual conditions are close, it is not surprising that the school board rules and regulations are much more explicit than the state school codes on the commercial use of schools particularly those occurring during the regular school hours. All school districts, small and large, must cope with this problem; but while the number of requests is not so great in the smaller districts, the consequences attending refusals are sufficiently great to tempt school officers to neglect the more serious effects on the children. Twenty-five different forms of commercial use of the schools during regular school hours were found in regulations studied by the writer. The greatest number of prohibitions was found under the specific ban on "advertising." Many of the other types of use listed are, however, forms of advertising.

In 1933 the General Assembly of North Carolina was forced to enact legislation to prevent selling and advertising campaigns from being promoted through the public schools and to stop the undue pressure brought to bear upon both teachers and pupils. The law specifically provides that:

> No person, agent, representative, or salesman shall solicit or attempt to sell or explain any article of property or proposition to any teacher or pupil of any public school on the school grounds or during the school day without first having secured written permission and consent of the superintendent. . . .[8]

A detailed statute of the North Dakota laws prohibits attempts at selling, advertising for sale, securing orders, attempts at securing subscriptions, or obtaining agents or solicitors for any such purpose through the agency of any public school.[9]

A section of the rules and regulations of the La Porte, Ind., school district is representative of conditions confronting school systems. It reads:

> Knowing that many requests are made for the use of teachers' and pupils' time for various projects that contribute little or nothing to the educational program and that opportunities are sought for advertising directly and indirectly for commercial gain in the schools by representatives of business houses, we . . . approve the following procedure. . . .[10]

The March, 1936, revision of the school-board rules of Bethlehem, Pa., contains a somewhat stronger regulation:

> Owing to the magnitude of our school system and the frequent interruptions from people who desire to use this school system for advertising or commercial purposes, the board reaffirms its position that the schools shall not be used for advertising or commercial purposes by any individual, firm, or corporation whether of our city or not and the superintendent is authorized and instructed to prevent any and all attempts to act contrary to this rule.[11]

Of the school districts studied, 118 ban advertising, though in less detailed terms than those cited. Ninety-nine of these districts specifically proscribe the reading or distribution of any advertisement on or about the premises; whereas the other 19 districts convey the meaning set down in the regulations of Waterbury, Conn.: ". . . no person . . . shall post upon the walls of any school building or fence about the same any advertisement. . . ."[12] To provide for extenuating circumstances, 11 board regulations contain the saving "unless authorized by the superintendent," four so prohibit "without the written order of the superintendent," while two districts stipulate "without the consent of the board."

Three districts define "premises" to include "land to the center of the streets bounding the property." Wilmington, Del., regulations specify that the rule forbidding "advertising of any character whatsoever" shall not be interpreted to preclude securing such magazines, etc., as, in the opinion of the superintendent, are necessary.[13] The district of Winston Salem, N. C., requires that such proscription shall not be interpreted to discourage educational interests sanctioned by the superintendent.

Propaganda is the term applied in the Emporia, Kans., rules which ordain, "Teachers shall not allow any agent or other person to exhibit in the schools any article or distribute any circulars, handbills, cards, or other propaganda for selling goods. . . ."[14] No exhibitions of books, maps, or other articles are permitted in the school buildings by regulation of 58 districts. "Unless authorized by the superintendent," is the exception in seven of these districts, whereas a written order of said officer is required in three districts, the consent of the board in two, and the consent of board and superintendent in another. Exhibitions of school activities are exempt from this ban in Terre Haute, and public library, welfare and character formation agencies, are exempt in Knoxville. The regulations of Hartford, Conn., specifically ban "displays for commercial purposes." Participation in manufacturers' exhibits and the installation of sample equipment are also prohibited in three districts. The advertising or distribution of newspapers or other publications is forbidden in 22 districts with the usual exemptions.

Advertising is sometimes interpreted to include the use of material bearing a special trade-mark or name. The Spokane regulations provide that, "Teachers shall not permit the schools to be used for advertising purposes. Materials such as calendars, rulers, etc., which are of direct value in schoolwork may be used in the schools."[15] The Knoxville regulations, in referring to teachers' use of source material, provide:

> No material shall be used which advertises any particular brand of goods. The name of the company through whose compliments the material is distributed may, of course, appear on the material and such appearance shall not cause the material to be disapproved unless the name of the company is so prominent on or in the material as to

[4] 16 P (2d) 900, *Beard* v. *Board of Education of North Summit School District*, Dec. 10, 1932.
[5] *Ibid.*, p. 912.
[6] 269 F 681, 147 N.Y.S. 532, *Metropolitan Opera Co.*, v. *Hammerstein*, Apr. 17, 1914.
[7] *Beard* v. *Board of Education of North Summit* — *op. cit.*
[8] "Public School Laws of North Carolina," Apr. 5, 1933, "Supplement."
[9] "North Dakota — General School Laws, 1935" — Sec. 686, p. 258.
[10] "Rules and Regulations of the Board of Education of the Public Schools of La Porte, Indiana, 1929," pp. 16–17.
[11] "Rules and Regulations of the School District of Bethlehem, Pa.," Mar., 1936, Art. IX, Sec. 6, p. 44.
[12] "Rules and Regulations of Board of Education — Waterbury, 1937," Sec. 11, p. 38.
[13] "Rules of the Board of Public Education in Wilmington," Sept. 18, 1933, Art. XIV, Sec. 1b, p. 53.
[14] "Rules and Regulations of Board of Education — Emporia," May, 1937, Sec. 1, p. 15.
[15] "Rules and Regulations of Spokane, Washington, Public Schools, 1935," Sec. 116, p. 24.

give it a distinctly advertising flavor. Such questions shall be passed upon by a committee of teachers appointed by the Superintendent. Where possible, the name of the advertiser shall be covered or cut out.[16]

The following paragraph is subsequent to the afore-mentioned ban:

Upon their own request teachers will be allowed to use source material from commercial agencies, provided that this material has been approved by the superintendent or a committee appointed by him. Approved source material may from time to time be called to the attention of teachers by school department officers. . . . No material shall be approved which is unscientific in statement or emphasis, or which is educationally unsound in its approach or presentation.[17]

Schools are, however, permitted to accept outright gifts of equipment in four school districts. Many business concerns are more than generous in furnishing to pupils for classroom use calendars, rulers, and blotters containing some advertising material. For the most part the practice is not prohibited by school officers, although in some few districts it is restricted to one local dealer each school year; e.g., in La Porte, Ind. "No distribution of free tickets, blotters, book covers, or other advertising material among pupils shall be permitted in any school or on any school premises," by regulation of the Oswego, N. Y., school board.[18] In keeping with this spirit is the interdiction: "Teachers are forbidden to suggest to the pupils the names of dealers from whom to purchase books or supplies needed in the schools." Such use is discouraged, because of the free advertising of such firms, in Dallas, Galveston, and Waco, Tex.; Oshkosh, Wis.; and in Oakland, Calif., where it applies only to the physical education director.

No announcements are permitted in the schools of 67 of the districts studied. In 25 of these districts the prohibition specifies "the announcement of public entertainments." Charitable organizations are exempt in Wilmington, Del. Principals may so excuse officers of the parent-teacher associations in Indianapolis, or the usual order of the superintendent may provide necessary exemptions. Spokane's dispensation follows: "Announcements of entertainments and activities which the principal thinks worthy of calling to the attention of the pupils, may be placed on the school bulletin board."[19]

The use of the schools or school assemblies by local and other speakers for the purpose of making addresses is prohibited in 33 districts except in those cases "where the addresses are helpful to pupils and teachers in getting a better understanding of the problems in the educational program."[20] Such addresses, as those given by local firemen on fire prevention and those given by local police officers on

They Also Serve Who Salvage.

safety, are usually considered of sufficient benefit to allow their being given in the schools. Participation or cooperation of teachers and pupils in programs or campaigns that encourage proper attitudes and habits in civic, patriotic, and general welfare are usually permitted if and when approved by the superintendents. Evansville, Ind., requires one month's advance notice in such cases.

Writing essays, or making posters for prizes, under a teacher's direction, is prohibited in the regulations of 12 districts because of the loss of time involved, the tendency to encourage cheating or misrepresentation, the lack of appeal to a majority of a class, and the seeming school approval of the firm concerned with the prize contest. Such prohibition does not, however, prevent pupils seeking a teacher's help for their individual participation in the contest. In three districts, special permission of the school officer may make such use possible. In Los Angeles two art and two literary contests may be participated in during each semester. Oakland rules make it possible for the ROTC units to accept such awards as are approved by the superintendent.

Furnishing lists of pupils', parents', or teachers' names or addresses to anyone is prohibited in practically all districts by custom or unwritten law, but it is specifically mentioned in only 48 of the districts studied. Yet here, too, an exception is permitted to be made in the case of graduates' names (upon payment of 50 cents in Atlanta), or upon the superintendent's written consent, or the consent of the school board. Lists for the purpose of school activities are, of course, exempt.

The Cleveland board's regulations also ban the giving of lists, but as the reason therefor specify, "when such census, directly or incidentally, is designed to classify such pupils as to race, color, or the religious belief of their parents."[21] The usual reason for prohibiting the school from supplying such lists of names is that unscrupulous promoters of special gadgets, devices, books, etc., commercialize the school's name and resort to unethical practices to force the sale of their particular products. The San Diego and Santa Barbara regulations make it discretionary with the principal to permit officers of the PTA to obtain names and addresses for organization purposes.[22] Police officers and other properly constituted authorities are also exempt from this interdiction.

The Minneapolis district is the only one which prohibits "voting contests in connection with the public schools and the candidacy in any voting contest of any board of education employee."[23]

Itinerant photographers, who seek permission to photograph the individual pupils of a school, and who promise a small percentage of the income from sales, are a temptation to school principals in districts where such practice is not forbidden by school-board regulations. The number of districts specifically prohibiting such practice is, however, only 32; but in such cases provision is usually made for permitting, a single class photograph, pictures for the senior year book, group pictures, team pictures; on obtaining the superintendent's consent in special cases. Photographing of any of the school's activities is forbidden in New York City except with special permission. Motion pictures of the school activities may be taken occasionally in Los Angeles, Knoxville, and Milwaukee.

A very general "no advertising for any purpose" is the rule of 35 districts. The usual exemption with permission of the superintendent or of the board is also provided. This concludes a rather comprehensive list of activities which, because of their advertising nature, are forbidden in the schools. In cases of emergency, or when unusual circumstances prevail, the school trustee or superintendent is usually able to find legal justification for the exception he feels it imperative to make.

[16] "By-Laws (Revised), Knoxville," Feb. 8, 1937, Sec. XVII, p. 90.
[17] *Ibid.*, Sec. XVIII, Art. IIIG, p. 90.
[18] "Rules and Regulations of Board of Education for the Government and Control of Public Schools of Oswego, 1933, p. 12.
[19] "Rules and Regulations — Spokane, Wash., Public Schools, 1935." Sec. 116, p. 24.
[20] "Rules and Regulations of Board of Education — La Porte, 1929," pp. 16–17.
[21] "Administrative Code of Board of Education of City School District of Cleveland," July 1, 1925, Chap. X, Sec. 352, p. 33.
[22] "Administrative Code of San Diego City Schools," Oct. 19, 1936, Art. IX. Sec. 29 i.
[23] "Minneapolis Public Schools — Charter Rules and Regulations," c 15, p. 58.

HAMPTON COOPERATES IN THE WAR EFFORT

The public schools of Hampton, Iowa, are cooperating in every way possible in the war effort. The students have been permitted to engage in necessary farm work, as well as canning work, and have been given credit for the work done upon their return to classes.

Under the direction of Supt. A. E. Rankin, the physical-education program which has been revised for the current school year, requires that instruction be carried on five days a week for one hour each day in both the junior and senior high schools. The work includes physical exercises, hikes, and heavy calisthenics.

During the present school year the board is making use of a number of former teachers to fill vacancies in the school staff.

If We Were Building Again

Sylvan A. Yager

The laboratory school building of the Indiana State Teachers College is one of the most modern and practical school buildings in the Middle West. Several years were devoted to the planning of the building in order that it might represent the last word in every respect.

The building was first used in the fall of 1935 so we are now using the plant for the seventh year. In spite of all the time and study devoted to the development of the plans there are a few things that we would change. The following items represent the specific features that we would like to change if we had it to do over again.

1. Have walls and ceilings in corridors finished with acoustical plaster. This would practically eliminate the noise resulting from the movement of hundreds of pupils.

2. Have built-in lockers in the corridors for the maximum number of pupils that will be expected to use lockers. "Doubling up" in the use of lockers results in much confusion and trouble that would be eliminated if every pupil had an individual locker.

3. An electrical outlet should be provided on each of the four walls in every classroom, activity room, and office. We have found many occasions when a few outlets in the corridors and especially near the entrances would have been very helpful.

4. Provide adequate storage facilities. There should be a small service room for the janitors on each floor in addition to the large central service quarters (usually) located in the basement, and we would certainly include a large storage area for bulky materials and equipment.

5. If there is no basement have the walls and footings placed deep enough so that the space underground would be available for future use if needed. The dirt, of course, should be removed as the building is being constructed.

6. Make provision for the outside entrance doors to open in shelter. Doors that open "out" into the weather, sun, rain, snow, etc., soon become chronic sources of trouble.

7. Provide for the maximum degree of flexibility in the use of various rooms in order to take care of changing needs, in so far as possible, resulting from changes and improvement in the educational program.

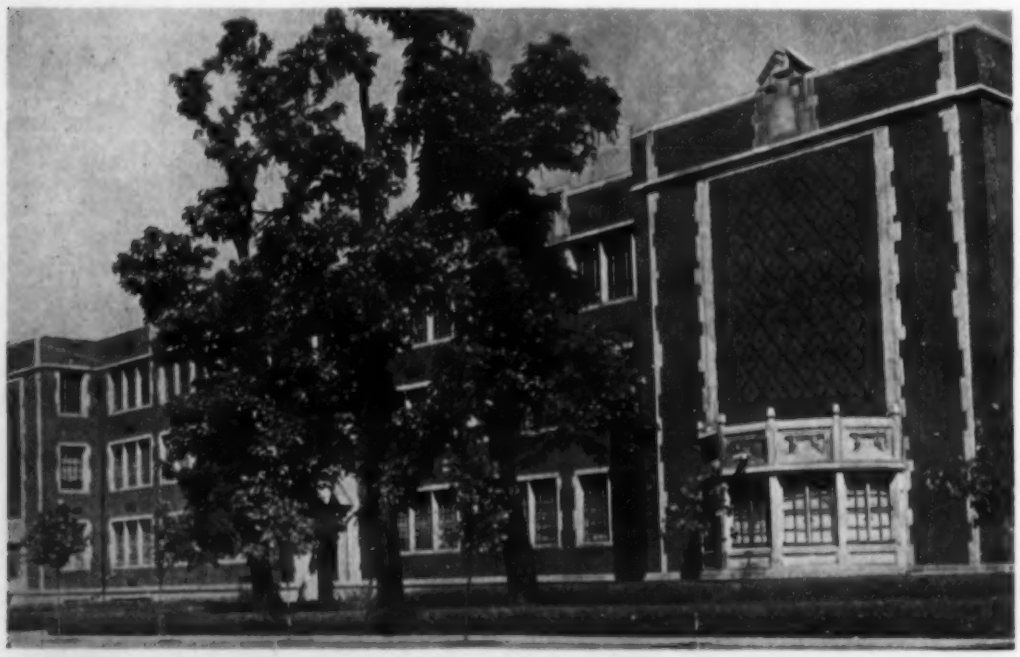
8. Provide a "drive-in" truck entrance for loading and unloading equipment and supplies.

9. The use of keyed light switches over the entire building will result in more economical use of lights.

10. There should be at least one display case with glass front in the corridors for each department in the secondary school and one for each grade in the elementary school. These cases, of course, should be adjacent to the departments or grades that are to use them. Each case should be well lighted and the lights for each case should be controlled by a switch on the inside of the case.

11. If the auditorium is to be used for community activities as it should, provision should be made for some type of gate that can be closed and locked in order that the public may have access to the auditorium, but not the entire building.

12. We would prefer brick window stools instead of wood. Wood may be more attractive than brick in some respects, but unless the wood is refinished every three or four years, it soon becomes checked and colored. The brick stools would also permit teachers to place flowers in the windows without damage.



The Laboratory School at Indiana State Teachers College, Terre Haute, is a dignified three-story building which harmonizes with the other buildings on the campus.

VICTORY CORPS FORMED

Paul V. McNutt, chairman of the War Manpower Commission, has announced the creation of a High School Victory Corps to give high school students of the country an opportunity to take a definite place in the national war effort through a voluntary enlistment plan to train for the service they may have to give.

It is for the mastery of the future that the victory corps is being organized. Teachers and school officials have been warned that it may mean unscheduled courses in midsemester and new courses for which it may be difficult to find teachers. Army, Navy, education, and civil aeronautics representatives have endorsed the program.

The corps offers high school students a war organization of their own. Boys and girls are eligible to join. All members must meet certain study and war service requirements and wear special service caps and insignia.

Objectives of the corps is immediate, accelerated, and special training of youth for the war service they will be expected to perform after leaving school and participation in war activities during their school days.

Students within two years of completing high school are eligible for five special service divisions which provide preinduction preparation for the Army, Navy, and Air services, and training for war industries and agriculture, and medical, nursing, teaching, and other community services.

SCHOOLS ASKED TO SAVE AND CONSERVE IN 1942–43

During the school year 1942–43 the public schools of the country will be engaged in a program of save, serve, and conserve.

The program which was started in September, under the sponsorship of the War Savings Staff of the Treasury Department and the U. S. Office of Education, has sought to enlist all schools in the war program of saving war stamps and bonds.

It is believed that a sound savings program in the schools will not only get the larger part of the students to put their money into war savings stamps and bonds; it will make each student feel a sense of personal responsibility toward saving wherever he can help — in school, at home, and in the community.

The Program is being directed by Dr. Homer W. Anderson, of the War Savings Staff, and formerly superintendent of schools at St. Louis, Mo.

SCHOOL ACCIDENTS

Accident Facts, a recent publication of the National Safety Council, Chicago, Ill., contains a report on accidents, including motor vehicle, work accidents, home accidents, public, and school accidents.

The report shows that a total of 6900 deaths of school children have occurred in the group from 5 to 14 years of age, which was the highest since 1937. Of the school-building accidents, the largest number, 34 per cent, occurred in school gymnasiums, and the second largest, 20 per cent, occurred in halls and on stairs. Accidents on the school grounds revealed that 20 per cent were due to football and 18 per cent to organized games. Forty-one per cent occurred as a result of unorganized activities.

West front of the Chicago Vocational School showing the shop bays.

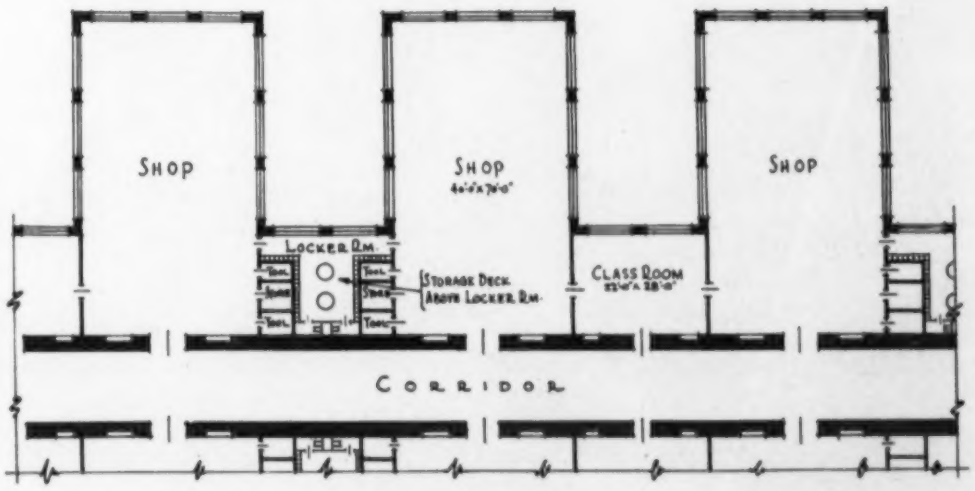
"A School Building That Clicks"

Thomas J. Higgins[1]

The traditional enlistment slogan, "Join the Navy and see the world," has been rewritten in the Middle West to read: "Join the Chicago public schools and see the Navy." The bluejackets have moved into several schools of the system (by invitation) to learn the many trades necessary to keep our ships afloat and moving against the enemy. Among those which the Navy has found to its liking is the Chicago Vocational School on the south side of the city, recently turned over entirely by the board of education for the trade training of enlisted men. The fact that the United States Navy is training its men in Chicago is not, in itself, unusual. But by taking over the board's newest and largest building, they have demonstrated the importance of architectural design which provides flexibility and adaptability to a structure.

As a result of common-sense planning, the Navy now has a building which doesn't merely "just do" but one which fills its needs as

[1]Assistant Director of School Building Survey, Chicago, Ill.



A typical shop unit of the Chicago Vocational School. The height and the splendid lighting of the shops may be understood by examining the accompanying photograph.

completely as if the structure had been designed for the very purpose for which it is to be used. Keeping in mind that the Chicago Vocational School was originally intended for a vocational high school, I feel sure the following résumé will demonstrate the practicability of modern building design.

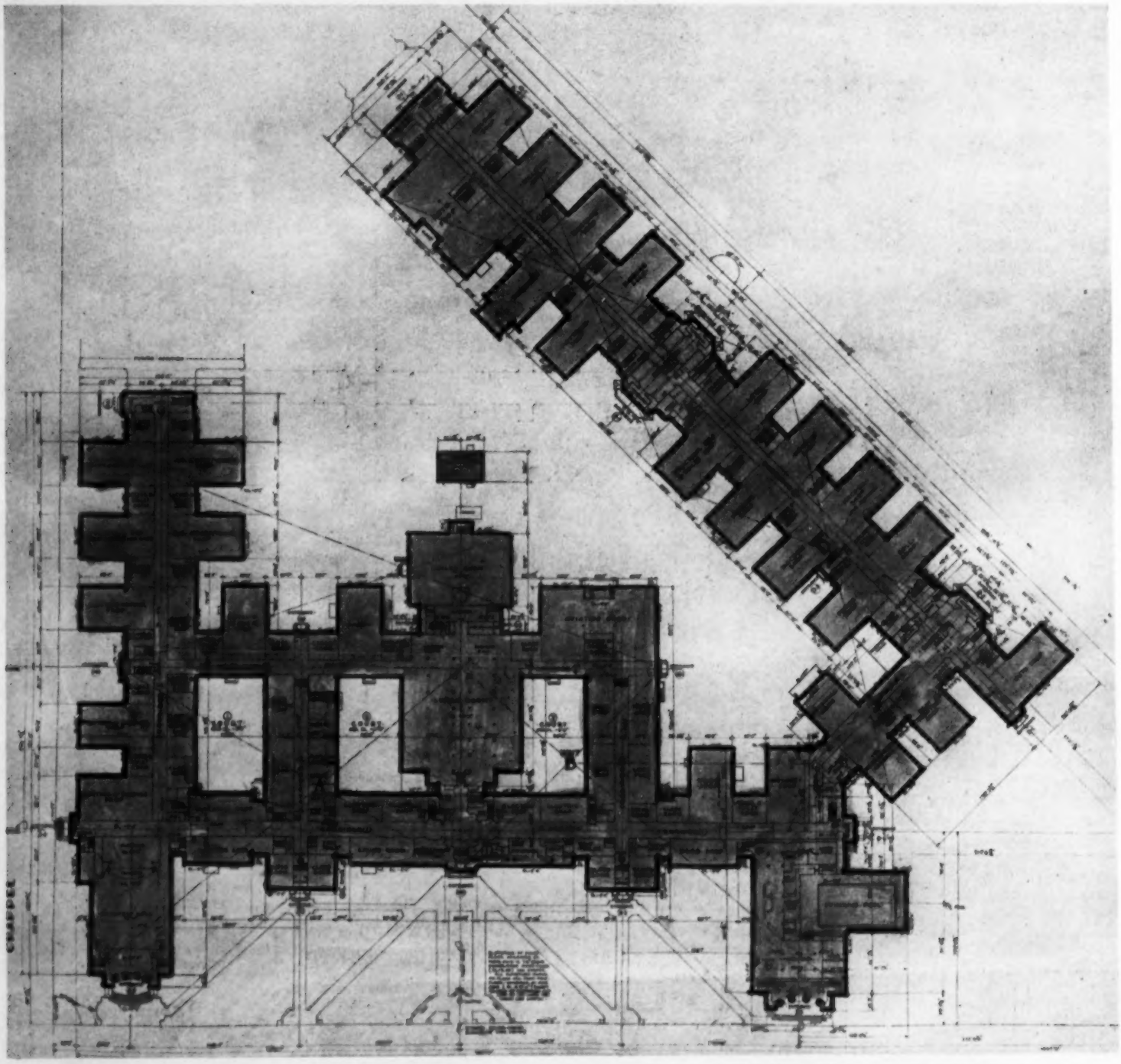
Flexibility of school plant has been the topic of many classroom discussions and conference debates — something we hear a lot about but rarely encounter. The superintendent of schools, Dr. William H. Johnson, recommended to the board of education in 1937 the erection of a vocational school for boys in the South Chicago industrial area. The Bureau of Occupational Research, with the South Side Chamber of Commerce, had made a survey of the types of industry within this area and the number of employees. On the basis of this data, the Bureau of Research and Building Survey selected a site for the school at 87th Street and Chappel Avenue — in the heart of the factory district. The tract comprises 23 acres of well-drained land, accessible to local transportation from all parts of the city.

The purpose of the school was to provide intensive courses, emphasizing high standards of workmanship in the vocational field. Due to the varied industries and the fluctuation of the man power demand, the watchword in planning this building was flexibility and convertibility to supply the type of training required by industry. With this in mind, through the South Side Chamber of Commerce, the industrialists were unstinting in their time and interest in this school.

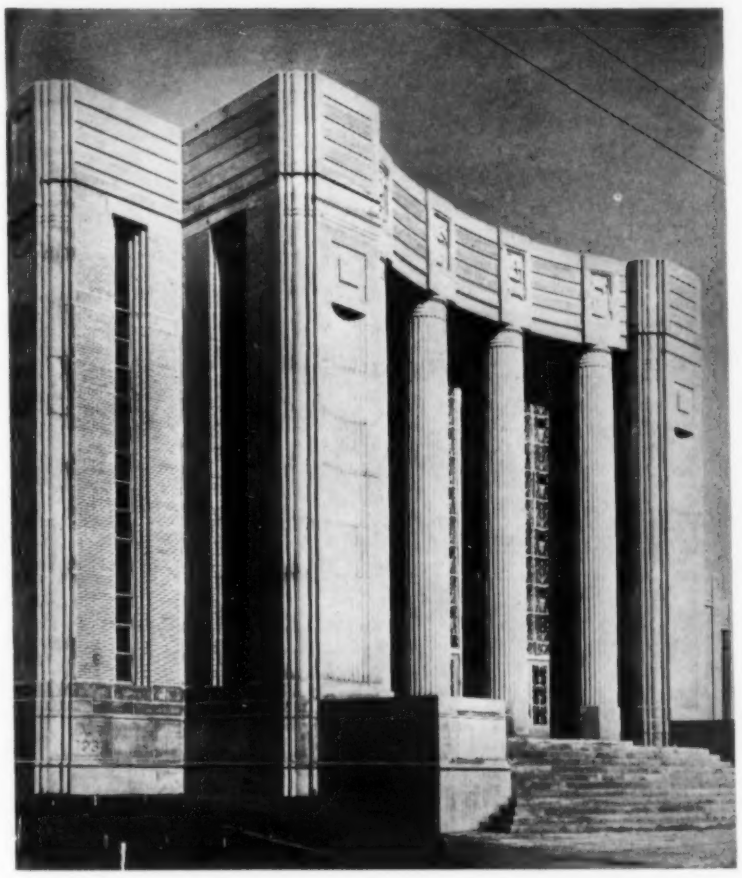
All the leading trade schools in the country were visited and studied by a committee before any plans were started. Many things were learned — those to do and those not to do.

The heart of the school is the shops and they were designed first. The plan adopted provided for shops 40 by 70 ft. in area — lighted on three sides — unobstructed by columns — with a floor load of 200 lb. per sq. ft. — ceilings' height, 18 ft. A classroom and locker room — toilets are adjacent to each shop. These shop units were then developed into a complete school plan comprising over 15 acres of floor space. A general idea of the size of the building can be obtained by comparing the relative small projection at the lower left-hand corner of the building, which represents an auditorium, seating 1200, to the entire plant.

On December 9, 1938, ground was broken for the erection of the building. Work progressed for over two years and the building



Key and Plot Plan of the Chicago Vocational School, Chicago, Illinois. — John C. Christensen, architect for the board of education. The building occupies a triangular site with the main front facing north. The diagonal shop unit can be extended at both ends.



Assembly Hall Entrance, Chicago Vocational School, Chicago, Illinois.

was completed in the spring of 1941. Equipment was purchased and installed for the first-year students during the summer, and the school was opened in September, 1941, to 600 hand-picked tenth-grade pupils who had completed one year of technical high school work elsewhere. In February, 1942, an additional 450 tenth-grade pupils were admitted.

Shortly after the building was opened the government established shops for national defense trade training in the west wing of the building — and these are running 24 hours a day. The Pullman Coach & Car Co. established trade-training classes in aircraft riveting and arc welding, running 15 hours a day.

The United States Navy took over the east wing of the building along Anthony Avenue for naval training, and eventually developed the unit into a teacher-training school for naval instructors.

On April 22, 1942, the board of education relinquished the entire building to the Navy for training purposes. The shops along Anthony Avenue are to have a second story constructed above them (provided for in the original design) for housing the 3500 naval men who are to be trained there.

The thousand pupils now in the building have been moved as a unit to another high school building, which is available for this purpose due to drop in membership. Here they will continue their courses until such time as they can return to the Chicago Vocational School.

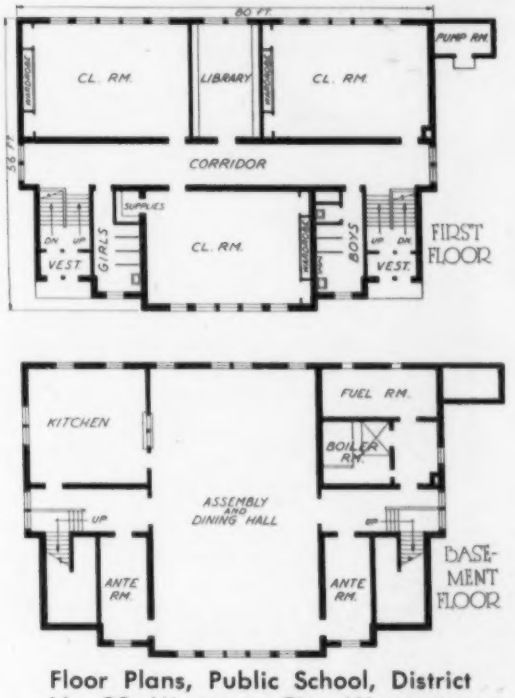
The transition has been rapid and wholly satisfactory. The building has been found adequate to meet the varied needs of an accelerated educational program in these days when time is most important to our national defense — proving my point, I hope, that we succeeded in planning a flexible school building.

The building cost approximately three and one-half million dollars and was constructed with the aid of a PWA grant. But, regardless of the cost of construction, flexibility and adaptability of design yields large dividends. To date, the Chicago Vocational School has proved its usefulness as (1) a vocational high school, (2) a training center for national defense workers, and (3) a trade school and barracks for Navy men. The number of additional purposes to which it could be adapted is unlimited. This, I am sure you will agree, is sufficient vindication for any plan of design.

A RURAL DISTRICT SCHOOL

District School No. 29, in Minnesota City, Minn., replaces an old structure which had been occupied more than 65 years.

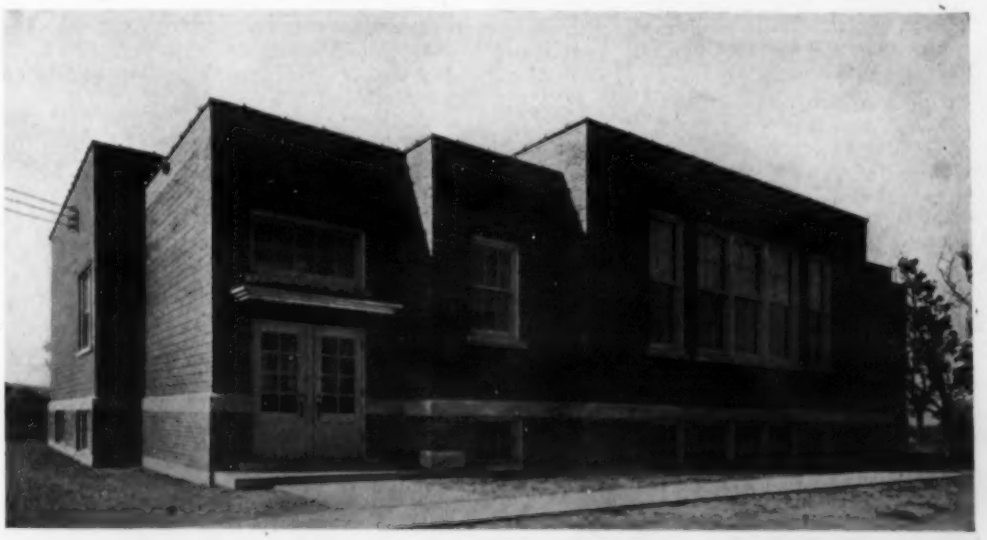
The building is of reinforced concrete and brick and is fire resisting, except for the finish floors, doors, and window frames. The equipment includes movable desks, built-in wardrobes, library cases, blackboards, and tackboards. The walls are plastered; the ceilings are of sound-absorbing material; and the floors are of Minnesota hard maple. The wood trim and the doors are fir, and the corridors and stairways are nonslip concrete.



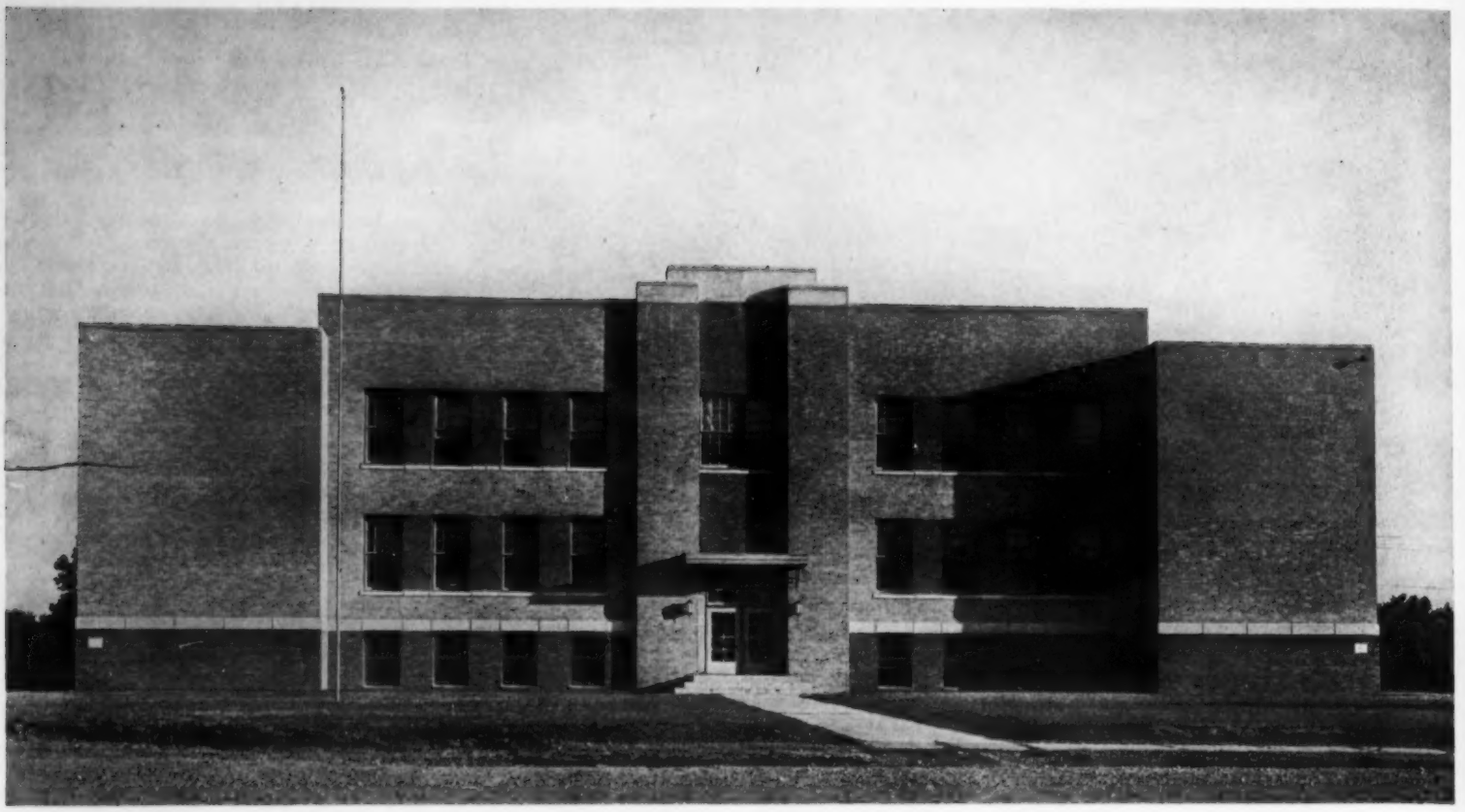
Floor Plans, Public School, District No. 29, Minnesota City, Minnesota. — Boyum, Schubert & Sorensen, Architects, Winona, Minnesota.

The building is heated by means of a furnace, equipped with a motor-driven blower. Coal or wood are burned. The temperature is controlled by electric thermostats. Window illumination is supplemented on dark days by six direct outlets.

(Concluded on page 64)



General Exterior, Public School, District No. 29, Minnesota City, Minn. — Boyum, Schubert & Sorensen, Architects, Winona, Minnesota.



The enlarged Prescott High School, Prescott, Arkansas. — Bruce R. Anderson, Architect, Little Rock, Arkansas.

Solving a School-Building Situation by Enlargement

C. A. Robison[1]

In large cities school-building construction is a continuous endeavor, and the machinery is "well oiled," but in a city of 4000 a new school building is rare and in inertia is a paramount issue.

As superintendent of schools in Prescott, Ark., I was faced with a high school building constructed in 1910. To say that it was a "wreck" is putting it mildly. Visitors frankly told me that it was the worst in Arkansas. It took little vision to see that the government would soon end its WPA program of construction, and that if we were ever to have a new building we must start at once.

School-building programs had failed so often in Prescott that the public had become resigned and had developed an apathetic attitude. The school board was unwilling to launch the campaign. In fact, some of the members were conservatively opposed to the idea. The only man with influence who was ready to help was the secretary of the Chamber of Commerce. Together, we mapped out a plan that moved us into a new structure.

We decided first to locate the opposition and to bring it out into the open. The "stumbling block" was not hard to find. The old school building was located a mile and a half from town. Some of the citizens wanted a new building in town, others liked the old location. Those who opposed construction had only to array these two factions against each other and wait for the whole plan to collapse, as it always had. With this understanding we set about to discover which location would be the most advantageous, and to unite the people behind one program.

Investigation showed that the foundation under the old building was the best in town, and that the expense of construction would be about one-half as great on the old location as it would be on a new one.

This settled in our minds, we were ready to start the campaign. We began by tagging every pupil with a bright red tag saying, "We Want a New Building." This brought the matter to the attention of the public and the campaign was on. A school-board meeting was called and an inspection of the building was made. The members agreed that a new building was needed, but they were definitely holding back. We then showed by an analysis of the budget that it was possible to construct the building without sacrificing the regular school program. With this fact established the school board became enthusiastic.

Frequently teachers object to new school buildings because the expense is taken out of "their hides." We were expecting this protest

The Prescott High School before enlargement.

[1]Superintendent of Schools, Prescott, Ark.

Floor Plans, Prescott High School, Prescott, Arkansas. — Bruce R. Anderson, Architect, Little Rock, Arkansas.

and were prepared to meet it. By refinancing the bonds on short terms our position was made more favorable than it had been previously. When the teachers learned that they might even get a raise under the new "setup," we received their wholehearted support.

Another group of objectors were the large property owners. We handled them by patiently explaining that there would be no increase in taxes. We set aside a part of the regular school revenue to retire the bonds.

In order to increase our revenue, we visited the small independent school districts that adjoined the Prescott district. With our enlarged school building as a talking point we were successful in consolidating 10 of the surrounding districts. Of course, we burned all bridges behind us here, which was what I wanted to do.

Now to deal with the two location groups: As I have already said, we were satisfied that the old location was the better. By means of the newspaper and talks before the PTA, clubs, and mass meetings, the advantages of the old location were explained in detail. It was made clear to all that to oppose the old location was to oppose the building program in its entirety. With this simple presentation the two factions were united and their concerted effort gave new impetus to the drive.

We were careful to employ an architect with wide experience in constructing school buildings through the WPA program. With his expert help the project was soon approved. Everything seemed to be in readiness when our last big obstacle loomed up. While we were busy with our problems other citizens had secured government approval for the construction of an armory, and had started a movement to have this construction placed ahead of the high school. Knowing that the time was fast running out, the success of this appeared to mean certain defeat for our hopes. There was little time to be diplomatic. All of our efforts were concentrated on getting the "green light" for our project. It so happened that we were successful in this attempt, and were holding school in our new building when the unfortunate event at Pearl Harbor plunged this nation into war and put an end to the lush building era. We were just under the wire, and no one knows it better than I.

The new first-floor additions to the building consist of two side wings and a rear one, including new stairways, two additional classrooms, and an auditorium. Similarly on the second floor there are two additional classrooms, a rearrangement of the corridor, a laboratory, and a large library.

The new stairs and the entire corridors are concrete. The new plumbing is of the most modern heavy-duty school type. Throughout the building new hardwood floors have been installed in the classrooms; cement floors have been placed in the corridors and on the stair treads; the laboratory has an asphalt-tile floor; the walls throughout the building are plastered; the ceilings are of sound-absorbing fiberboard; the trim is hardwood.

Conducting Eye Tests With Aid of Public-Address System

Louis M. Klein[1]

It may seem fantastic that a public-address system can be used as one of the main tools for testing pupils' eyes. Still this has been done during the past three years, with excellent results, at Harrison High School, Harrison, N. Y.

In the fall of 1940, the Harrison High School occupied a new building, equipped with a complete public-address system. The school nurse, with an eye to economy in the use of her time, suggested that a group plan of testing the eyes of pupils for defective vision be employed. Principal Alexander Arning then hit upon the idea of using the address system in connection with the Morrissey group vision-testing charts. The test was administered to 558 pupils in 20 minutes, and it was revealed that 70 boys and girls had defective vision and were in need of an individual retest.

The Morrissey Rapid Screening Test was devised by Dr. James Morrissey, of Yonkers, N. Y. It is planned so that groups may be tested at one time. Individual seats are arranged in rows and the three eye-test charts are fastened to the wall in front of each row, and so placed that the foremost seat is exactly 10 ft. from the charts; a second is 12 ft.; a third is 15 ft., etc. One chart of the three tests the left eye, one the right eye, and one is viewed with both eyes. Students who wear glasses retain them during the test. The score made by each child varies according to the distance of the seat from the charts. The pupil works on a record sheet and writes what he sees with each eye and with both eyes.

In the past three years, 1619 Franklin pupils have been tested with the Morrissey charts and with the aid of the public-address system. Of the total tested, 199 had defective vision which necessitated individual retesting and the attention of the nurse. The principal and the nurse are convinced that the results are entirely satisfactory; the valuable time saved by the nurse has been devoted usefully to attacking other school health problems.

The plan enables the school to give careful attention to children with visual defects during the first week of the school year. The follow-up plan is thus made effective much more promptly than when a limited number of students is tested each day. Administratively, the plan is particularly satisfactory, because it eliminates interference of classroom work every period for 10 days, to get out students for individual eye tests at the expense of teachers' and students' time.

While lighting conditions vary from room to room, and from this point of view, the Morrissey test cannot be scientifically controlled, it is the belief of the school authorities that pupils who can read the charts under adverse lighting conditions and still show normal vision, need not give the school authorities any concern.

The Morrissey plan accomplishes its purpose of eliminating from individual testing the great mass of students who have normal vision. The Harrison school authorities report three years of completely satisfactory experience and recommend the combined use of the charts with the public-address system as a blessing to nurses, teachers, students, and administrators.

[1]Superintendent of Schools, Harrison, N. Y.

STANDARDS FOR SCHOOL TABLES

The United States Bureau of Standards of the Department of Commerce has announced new standards for school tables, covering the dimensions and heights of various kinds used in schools for instructional purposes.

Due to war conditions and as a means of economy, it has been decided to reduce sharply the number of school-table sizes manufactured and catalogued as stock sizes. As a result of these economies it will be possible for manufacturers to use more efficient methods and to reduce the stocks carried.

Methods of Insuring School Property

S. C. Joyner[1]

There are three methods of insuring buildings and contents with reference to value: (1) by policies written without any agreement as to the amount of insurance to be carried by the school district; (2) by *average clause insurance*; and, (3) by *average clause stipulated amount.*

Average Clause Insurance

"Average Clause Insurance" (either 60, 70, 80, 90, 100 per cent) is written with an agreement attached to the policy whereby the school district agrees to carry insurance equal to the specified percentage of the value of all property insured. If, at the time of the fire, there is an insufficient amount of coverage due to increased building costs, the erection of additions, or the purchase of new contents, the school district suffers a pro rata penalty in the amount of insurance recoverable, provided loss is less than the percentage specified in the clause. If, for example, the average clause is for 90 per cent, but the school district has in force only 80 per cent insurance, paying a premium of only 80/90th of the cost of 90 per cent protection, the company in turn will pay only 80/90th of the loss provided loss does not exceed 90 per cent. The school district then must bear the remaining 10/90th of the loss. The school district collects just for what it has paid. If the loss exceeds 90 per cent, the company then pays the face of the policy, or 80 per cent of the loss.

This method, commonly known as coinsurance, normally carries a reduction in rate in protected areas which maintain adequate water mains and hydrants and have efficient fire departments. This type of protection is generally recommended for use on school property.

The attention of each school district is called to the fact that under this clause it is necessary to watch for increased values and, if values do increase, to place additional insurance to comply with the percentage conditions of the average clause. The same is true for additional property. Ninety per cent coverage is usually recommended because of the lower rate at which this amount can be purchased in protected districts. This, of course, is a matter of choice for each school district to decide, and some school districts may want less coverage, while others may prefer full 100 per cent protection.

"Average Clause Stipulated Amount" (60, 70, 80, 90, 100 per cent) is an agreement attached to the policy whereby the school district agrees to carry a stipulated amount of insurance equal to a specified percentage of the value of all property insured. This is in lieu of the percentage average clause, described above, and the stipulated amount of coverage to be carried is determined through comprehensive and accurate replacement figures prepared by a competent appraiser, and filed with the Fire Underwriters when this type of insurance is first written. If there is a deficit due to increased labor and materials costs, the school district suffers no penalty in the amount recoverable. The regular average clause penalty, however, is applied where additional insurance has not been written to cover values of new construction and equipment when such increases are in excess of five per cent of the stipulated amount figures named in the form.

This type of insurance is the best method of insuring a risk, but is not recommended for general use because of the necessity of furnishing a comprehensive detailed property appraisal and the payment of a required additional premium charge. Under this coverage, values in the Pacific Coast area remain in force for only 18 months and are then subject to review and readjustment, due to changes in costs, additions, or deletions. Revaluations are required every 36 months. A school district which has accurate figures can save this additional premium charge by making the necessary calculations and readjustments in the amounts of insurance coverage as required by a percentage average clause.

Rate Reductions in Protected Areas

Both types of average clause insurance result in rate reductions in protected areas. These reductions are based upon the fact that comparatively few of the total number of fires occurring annually result in total losses. The expectancy of small losses and the probability of salvage permit a rate reduction to be made in protected localities where property is insured for adequate amounts. Credits vary, but the principal factors determining these credits are construction of buildings, water mains and hydrants, and fire departments, and their auxiliary facilities. As an example, the accompanying table shows the reductions for the use of the 90 per cent average clause in California.

Credits for other percentage clauses are proportional. Credit for the 60 per cent clause, for example, does not apply to frame buildings; nor does credit for the 70 per cent clause apply to frame buildings unless good protection is available.

These are various methods of insuring property as to location:

1. *Insuring property on one location*
   - *a*) A specified amount on an individual building.
   - *b*) A specified amount on contents of an individual building.
   - *c*) A blanket policy on an individual building and its contents.
   - *d*) A blanket policy on all buildings and their contents at a single site or location.
2. *Insuring property at all locations*
   A blanket policy on all buildings and their contents at all sites or locations at which the school district has any property to insure.

(1) In the Pacific Coast area the distribution clause is required under this type of policy unless the 90 per cent or 100 per cent average clause is attached.

(2) The use of either the average or stipulated amount clause in this area (explained above) entitles the school district to a reduction in rate provided the property is in an area having fire protection.

The blanket policy covering of buildings and their contents at one or all locations represents the best and most popular method now in use. Generally, the blanket policy covering all locations is the more desirable. If the school district is large and has many separate sites and buildings, there is an advantage in insuring a blanket policy on each site because, in the case of a large fire, insurable values would then have to be proved only for the buildings and contents on the site, and not for the entire school district. The adjustment would probably also affect fewer policies and involve less clerical work than it would if the insurance were written blanket to cover all locations.

The rates applicable for each building and its contents are used in calculating the "blanket" or "average" rate to be used in writing all policies covering the property insured under the blanket form. No premium saving results from writing blanket insurance in lieu of specific insurance. Blanket insurance is an advantageous method of writing insurance for the following reasons:

1. The school district definitely knows at all times that property at locations designated in the blanket form is insured.

2. Removal of property from one building to another at the locations designated in the blanket form is automatically covered. Similarly, fluctuations in values due to deletions or additions are cared for automatically.

3. The school district has but one rate to use for the locations covered and errors are not as likely to occur when policies are being checked; whereas, with specific insurance, there are many individual rates on buildings and contents.

TABLE OF REDUCTIONS FOR 90 PER CENT AVERAGE CLAUSE

Per Cent Reduction From Normal Rates

Degree of Protection	*Fire Resistive Construction*		*Wood Joist Masonry Construction*		*Frame Construction*
	Building	*Contents*	*Building*	*Contents*	*Bldg. and Contents*
Excellent	67	35	50	35	25
Good	62	30	45	30	15
Fair	58	20	35	20	10
Poor or None	57.8	Nil	Nil	Nil	Nil

[1]Assistant Business Manager, Los Angeles Board of Education, Los Angeles, Calif.

Self-Insurance

There are three general forms of self-insurance which may be followed in regard to school district property insurance:

1. That of carrying no insurance and meeting fire losses when they occur out of general revenues, the reserve fund, or bond issues.

2. That of self-insurance by means of an insurance or replacement fund, provided the school district has legal authority to create such a fund.

3. That of insuring property with private insurance companies.

Several of the large school districts which are self-insured point out that the spread of large numbers of risks over large areas, the lack of extra hazardous school buildings due to construction regulations, better fire-fighting facilities, and fire-prevention protection make it possible for them not to insure their properties. One district which accumulated adequate replacement funds has purchased insurance from the income derived from the invested funds. Naturally, the chief reason given for not carrying insurance is to save the acquisition cost and some of the overhead expense. These normally represent from 35 to 50 cents of each premium dollar paid to insurance companies.

For the guidance of any school district contemplating such a practice, self-insurance is generally considered feasible when the following rules are adopted and observed:

1. The number of risks to be covered should be sufficiently large to permit the orderly working of the law of averages. An insufficient number of risks means a lack of spread of risk.

2. The amount of coverage on each risk should be small and fairly uniform. The inclusion of several very large risks often will prevent the proper application of the law of averages because a total loss involving one of the large risks might wreck the whole self-insurance plan.

3. Extremely hazardous risks should be excluded from the self-insurance plan and should be placed elsewhere.

4. Risks should be independent of one another. There should be no conflagration or catastrophe possibilities.

5. If a self-insurance fund is created, it should be done gradually. Only a small portion of each risk should be placed in the self-insurance fund each year until the entire risk is assumed by the fund. Until such time as the self-insurance plan has been put in full operation, the balance of the risks not included in the self-insurance plan should be insured.

6. Little dependence should be placed on a 10- or 20-year loss record for any individual school district.

7. The revenues or reserve fund should be adequate to absorb a large loss without bankrupting the school district.

8. Any self-insurance fund should not be used for any other purpose. At all times the fund should remain untouched except for loss payments and payments of the expenses of operating the fund.

A careful study of these rules will show that the establishment of a self-insurance fund or the meeting of fire losses out of current or reserve funds is not practical for the average or small district.

Mr. Joyner will continue his discussion of the problems of school fire insurance in subsequent issues of the JOURNAL. — *Editor.*

Individualized Plan Books

Kenneth C. Coulter[1] and Ralph Adams Brown[2]

Regardless of the field of work, good results almost always are derived from some kind of plan. Houses are built from blueprints and specifications, pies are baked from recipes, a school bus route is planned, and the plan is followed. In fact, today, planning seems to be in the air. Most schoolmen teach from plans: one general plan (course of study) for the work of the year; several more complete plans (units of work) and, finally, many plans for the work of individual days, or for subdivisions within the units. It is not the purpose of the writers to discuss the values of planned work, nor to argue that a good plan has this or that feature. They propose to discuss a way of securing a better type of plan, which involves placing at the disposal of the teacher materials conducive to good planning. They will base their discussion on fact by describing an experiment which included a faculty of 16 members who individualize their plan books with very excellent results.

That the daily plans of the typical teacher are now being kept in some sort of stereotyped book of ruled and numbered pages cannot be doubted. In an effort to discover the extent to which such books are used, the authors wrote to four large school supply houses in New Jersey and Pennsylvania, asking how many plan books they sold in a year. Only one company replied. This firm said that they sold more plan books than there were teachers in the sales area. Specific numbers were not given and were said to be unknown. Through personal contacts, the authors discovered that the sales of a second company's printed book, distributed through only four states, ran well into the thousands. If such books are sold, year after year, in these large quantities, a logical conclusion to be reached is that teachers are using these books, and that their lesson plans conform to the space allotted. It is the opinion of the writers that a uniform space, even if it were much larger than that provided in the typical plan book, is not conducive to good planning.

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[2]History Department, Haddon Heights High School, Haddon Heights, N. J.

Initiating the Individualized Plan Book

The writers, one of them in 1936 while still a teacher, and the other in 1938, realizing this limitation of the plan books provided by their central office, began to make plan books to fit their own needs. This was accomplished in very simple fashion. The plan books provided were discarded, and large loose-leaf notebooks were substituted. It is probable that other teachers have used the same method, but this scheme of *individualized plan books* received a school-wide trial in Jamesburg, N. J., and we believe the results are worthy of presentation to the members of the teaching profession.

In 1939 the Jamesburg board of education approved the experiment and purchased 18 large leather notebooks. That fall the members of the high school faculty received the notebooks in lieu of the formalized plan books previously provided. The first reaction was one of almost unanimous enthusiasm at receiving a really worth-while container for their plans. They were encouraged to make any type of plan which they thought suitable to their teaching methods and the work they were doing. The duplicating machines were made available to teachers who wished to set up a form for their own use.

After two months, some of these forms were gathered, and were used as the basis for discussion in a teachers' meeting. This meeting was very successful and there was a great deal of valuable discussion, not only of *how to make* plans but also of the *value* of the plan once it was made. Briefly, this represents the launching of a system of individualized plan books in one school. Have the results been worth while? In the opinion of the writers they were outstandingly so. Observed from the standpoint of both a teacher and a supervisor these results may be described in the following manner.

Some Results Observed

First, there was a decided improvement in the attitude of the teachers toward the work of lesson planning. Second, a general improvement in the planning of unit and lesson assignments was noted. Third, the adoption of individualized plan books on a school-wide basis resulted in improved teaching. It was found also that the new plan books could be put to many other uses to which the formal printed plan book could not be adopted easily.

To personalize or individualize the teacher's plan book may seem to be a minor task in the administration of a school. However, the writers feel that anything which is capable of improving instruction should not be considered of minor importance. They have presented the facts as they have observed them in one particular situation. The assumption is not made that the same results can be secured in all situations, but it is a fact that a good workman should have good tools. Are the plan books now in use in your system as effective a tool for the teacher as they should be?

THE SCHOOLS' CONTRIBUTION

The greatest contribution which American education can make to the defense of American democracy is by going about its regular tasks quietly and efficiently. American education must continue to conserve intelligently the nation's resources, both human and natural, to develop the health and physical status of the people to the highest possible level, to develop the native capacity of all the people for individual and social well-being, including a sense of social responsibility and the capacity for effective cooperation. — *Carroll R. Reed,* Washington, D. C.

The Support of Education in Wartime: A Plea

An expanded program of education must be provided now so that American schools may deliver their full contribution to the war effort and prepare for reconstruction. Such is the plea of a statement issued recently by the Educational Policies Commission, appointed by the National Education Association and the American Association of School Administrators. The statement, in part, is as follows:

America's educational institutions are and can continue to help bring the war to a victorious conclusion. Should the war end abruptly, an educated people will be the only alternative to chaos or dictatorship. Should it last for another several years, education's job will be all the more important.

Through education a steady flow of skilled workers is going into the war industries. The tempo of this program must and will be steadily increased.

While this special scientific training is necessary for the success of the technical branches of the armed services and for the war industries, it must be based on proper preliminary training. To maintain a steady flow of technically equipped persons, effective preliminary training in the elementary and secondary schools must be maintained so as to build up good work habits and broad mechanical skills there.

Children Useful to War Effort

While in the preliminary training, children, too young for service in the armed forces or for regular employment in industry and agriculture, can still be useful to the war effort. The organized institutions of education are releasing and directing the energies of nearly 30,000,000 young citizens into channels bringing constructive results. For example, children have been extremely successful in promoting the sale of war bonds and stamps; they have participated extensively in Junior Red Cross activities; schools have sponsored and directed victory gardens; schools have reproduced 300,000 approved precisely-scaled model airplanes requested by the armed forces; salvage campaigns have been supported; and many other activities have been conducted with great success.

Notwithstanding, the value of the accelerated program of education is not as universal as is desirable. Over 200,000 young Americans, enough men for 15 combat divisions, have already been deferred from military service because of inadequate education, in most cases below the fourth-grade level. Especially in wartime such neglect is hazardous to the safety of the nation and to the democratic processes which require a well-educated people for the effective conduct of public affairs.

Another important consideration to victory is physical fitness. Physical education is necessary if people are to learn to prevent disease, to avoid injuries, to use medical services wisely, and to provide proper nutrition for themselves and their children. Only through education can they learn the principles and practices of personal hygiene, sanitation, and first aid.

Further, good citizenship is not inherited. Only education can develop the knowledge, loyalty, and discipline which will maintain our ideals against the hazards of war and reconstruction.

The service of the school becomes more important in crises. For example, direct, prompt, and efficient communication between the Federal Government and all the people is frequently imperative under wartime conditions. The selection of the schools for such functions illustrates the inclusive character of the American school system, its power to respond quickly to a national need, and its universal contact with the population.

Both our allies and our enemies recognize the indispensable role of education in their war efforts. The Axis nations have sensed, perhaps more acutely than the democracies, that the future belongs to youth and that a direct connection exists between national policy and the effectiveness of the educational system. At least part of the effort to defeat our enemies must include our skillful use of the power of appropriate and universal education.

Under wartime conditions, the support of education should be continued not only because the schools, colleges, and libraries perform essential functions, but also because the expenditure of money for education will have desirable economic effects.

Conditions to Be Met

In order that the schools and other organized agencies of education may carry their indispensable part in the war effort, several conditions must be met.

1. Every effort should be made to provide educational opportunity for all youth on a much more equitable basis than is now the case. The American ideal of effective education should be brought closer to realization in a war which requires maximum efficiency in the use of total man power. This principle requires the universal availability of education at all levels and the extension of scholarships and maintenance provisions.

2. So as to assure successful operation, schools, requiring suitable buildings, supplies, books and other printed materials, fuel and light, school buses in some areas, and equipment for scientific, technical, and vocational training, should be supplied. Apart from the necessary construction of schools which train workers for war industries in the new population centers which spring up around war industries and military camps, and perhaps a few other exceptions, the schools can carry on with existing equipment. They need little of additional material.

3. The schools cannot maintain their necessary and important contribution to the war effort unless they are staffed with a sufficient number of qualified teachers. Policies, however, which lower the efficiency of the teaching personnel are detrimental to the war service of the schools. Because educational services are sufficiently important to be maintained through the war, adjustments in school support are imperative. The shift of teachers to industry is not always due to personal preferences or to a desire to make "big money." On the contrary, such withdrawals are often dictated by economic necessity. To meet this situation, schools must offer salaries which are at least adequate, increased living costs being taken into account, to enable teachers to remain in schools through the war period. Of equal importance are the safeguards necessary to the long-term security of teachers through provisions for tenure and retirement, so that teachers will not easily leave a lifelong profession for the attractions of a temporary higher income elsewhere.

4. The administrative staff of the schools must be of sufficient size and competence to administer and direct the entire program, to conduct the extensive new war activities, to cooperate with agencies outside of the school, and to give supervisory and administrative leadership in a steady improvement of the schools' war effort.

Education Geared to War

In general, education should be better than usual, geared to deliver its full potential values to the war effort. Economic and educational policy must be based not on available income but on man power and materials. When necessary man power can be obtained without handicapping the war effort or when the nation can spare the materials from the war effort to provide certain goods or services, then they should be provided.

Thus, convinced that an expanded program of education is one of the essentials, both for its wartime value and for its long-run economic and social results, we should, we can, and we must provide it now.

The Long-Range Effects of the Emergency Adjustments

John W. Lewis[1]

If it were necessary, in order to win the war, to scrap the entire educational program, the educational program should be scrapped. However, the ultimate test of what the United States can accomplish in the present emergency, depends not alone on the emergency agencies which are being set up, or the military measures which we are taking, but upon the efficiency of those continuing agencies which give us the proper foundation on which to build. The intelligence of our people, which is the true basis of our clarity of purpose and morale, as well as the prerequisite of an efficient military force, the vocational, scientific, and professional skills, upon which the efficiency of our war and production effort must depend, are the fruit of our educational system which, in the long run, may spell the difference between victory and defeat.

We have a good reason for the faith that is in us — a faith that a highly efficient educational program is essential to victory, a faith that is equally essential for the building of a way of life which makes victory worth its cost.

We who have this faith in American education have fought for the preservation of our educational program in the face of attacks of its enemies — those who give it lip service, but would starve it with inadequate budgets. We have defended it against selfish groups who, to save a few mills on the tax rate, are satisfied with inefficient personnel and with inadequate materials.

There is a tendency for this same defense reaction to operate as a resistance to the adjustments which education must make because of the war. Of course we want an efficient education program. We want adequate materials, but when it must be a choice between steel for our industrial-art shops and adequate steel for ships and munitions there can be only one answer. How could we silence our conscience if a thousand — a hundred — yes, even one boy should give his life because the food, the munitions, the airplanes failed to be transported on ships which could not be built because we had taken the steel for education. Education we must have — but education adjusted to the prior claims of our war effort.

In order that these adjustments may be made with as little interference as possible with the educational program, we should consider them carefully both as to their immediate and long-range effects.

Personnel and Building Adjustments

One of the most pressing problems is that of personnel, both in the education and business divisions of the schools. The cost of living has risen to a degree which forces many teachers and employees (often against their desire) to leave school systems for the higher financial rewards of private industry. The increased inroads on personnel by the demands of military service and the taking of married men by the selective service system will make the efficient operation of a school system much more difficult if not impossible. If we, then, allow inferior teachers and employees to gain permanent tenure, the school systems will not fully recover until the grim reaper, years hence, thins their ranks. How many pupils in the next 30 years will waste their time under uninspired and inefficient teachers! For how long will such employees be a drag on the maintenance and operation program? The good may die young but the inefficient, like the poor, are always with us. Every effort should be made to minimize this danger by emergency adjustments of compensation, and wherever possible by hiring on a substitute basis.

Another adjustment which will have far-reaching effect is the deferment of maintenance and new construction of school buildings. We are already feeling the effect of inability to secure the necessary labor and material to keep buildings in a proper state of repair. There is every indication of a huge volume of deferred maintenance which must finally be given attention, either by a Federal Works Program at the end of the emergency or by a local program at the expense of an overtaxed local budget. There is little which can be done about it except to adopt the policy of maintaining the exteriors of our buildings to prevent rapid deterioration. Wood should not be permitted to rot, metal should not be allowed to rust, and roofs and caulking should be kept in condition to avoid water penetration. The motto should be *exteriors first*.

Since the effect of extreme curtailment of maintenance may be to eat up capital structure, one suggestion which has been made is that of setting up a reserve to take care of deferred maintenance. This would be extremely difficult in cities where the boards of education are not fiscally independent, since no political authority is interested in increasing the tax rate to provide funds for use by a possible successor. It may be possible in many cases where the board of education is financially independent. (Similarly, if attempt must be made to have any funds received for typewriters, which are turned over to the Federal Government, set up as a capital fund which may be used for the purchase of replacements when the time comes that typewriters are again on the market.)

The delayed building program, together with vast dislocations of population which the war has brought, will demand attention immediately following the war.

Planning in this field must be fluid and tentative. The development of detailed working drawings, at this stage, may fail to take into account new building materials which may become available, may not be justified in view of population readjustments, and may freeze the educational program into a mold which will be outmoded in view of possible curriculum changes and development.

The New Financial Difficulties

Some of the most troublesome problems will be those involving finance. No one can forecast to what astronomical heights the national debt will mount before the end of the war. As of August 31 the national debt was approximately $86,000,000,000. The total war program as of July 31, 1942, totaled $214,200,000,000 of which $41,700,000,000 have been spent up to Aug. 31, 1942. Extremely high income taxes, together with a pre-emption by the Federal Government of the best sources of other revenue, will place upon local communities, dependent largely on a property tax, an extremely heavy burden for maintaining education and other municipal services. The demand for state and local tax reduction will be so vociferous that education must compete more than ever with the demands of all other services for even a meager share of the taxpayer's dollar. In a prosperous, well-oiled economic system, high taxes can be met, but they will be extremely difficult in an economic order which was already creaking before the war and which after the war will have the problem of fitting our military and war-production personnel into a civilian economy.

If we are not invaded and our resources destroyed, there is fundamentally no reason why we cannot maintain a higher standard of living than we have ever known. We shall be able to grow more than we can eat, our production facilities can make more civilian goods than we can use, based on an even higher standard of living, and ample personnel still will be left for the development of those personal services of which education is an important example. The challenge of the problem of keeping the economic machine in gear to prevent the idleness of plant and men will place greater demands than ever on education and educational leadership. The complexity of these problems, the necessity for rapid adjustment and change will require a flexibility of mind and a standard of education higher than we have yet been able to achieve. If we as a people do not have the necessary educational background to change our patterns of thought and to solve these perplexing problems as they arise, we shall go into an economic tailspin which will drag education down along with all the best that we know in American life.

This will involve not only a challenge for the education of youth but will involve a program of retraining in thinking of adults. The field of adult education and an emphasis on community participation in a variety of ac-

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[1]Assistant Superintendent, Baltimore, Md. Read at the Convention of the National Association of Public School Business Officials, Cleveland, Ohio, October 7, 1942.

tivities appear to be an essential in the program of postwar education.

However, these extra demands upon education will come at a time of financial stringency for all cities. Many cities will be unable to finance any matching of federal funds for a public works program. In many instances cities will be unable, without a change in our taxing program, to finance normal community services. A realistic view would also indicate that cities may again, in the absence of a solution of our economic problems, be called upon for huge expenditures for relief. The bankruptcy of cities (and the states' position may not be much better) may result in an irresistible demand for federal aid to education. The implications involved in federal aid warrant careful study long in advance.

Possible Effect of Inflation

The possibility of inflation as a means of reducing the war debt must not be overlooked. Should the debt be too large to be financed with any program of taxation possible under the economic conditions then existing, the threat of inflation is certainly great. This should be a matter of extreme concern to educational employees who, being on a fixed salary, will be victims by the wayside. Salaries of public agencies will never keep pace with an inflationary program with the result that we shall be able to buy less and less in a condition of rapidly spiraling prices. Not only will inflation threaten current income but it will constitute a grave threat to the integrity of our pension systems. Many of the assets of our pension systems, because of the conservatism which must be exercised in investing trust funds, are held in the form of bonds. The reduced real income from fixed obligations in any condition of inflation would mean either that the return to the pensioner would be too low in purchasing value or that higher payments because of rapidly increasing salaries in the past years of service could not be met from returns on fixed investments. The security to which many school employees look forward as one of the rewards of public service may be sacrificed in the inflationary process.

The effect of the various emergency adjustments may not be wholly bad. It is to be hoped that in the curriculum changes that may be brought about, we may vitalize education in terms of complete human life and achievement. New vision will bring new courses of study which will be much more effective in fitting the child for life.

The problem of man power will bring into focus the waste involved in lack of physical fitness. The terrible toll of poverty, malnutrition, inadequate medical and dental inspection and service, lead us to resolve that this must not happen again. Built upon the disgraceful story of physical rejections there may well arise a well-rounded program which will insure children an equal opportunity for health and physical fitness.

Another long-range dividend may be that we shall learn to do a better job with less. Real teaching may replace a process of gorging the child with textbooks, valuable as they are. Staggered schedules for greater use of buildings, typewriters, and other equipment may teach us highly important lessons in avoidance of waste. Giving up a few lathes and typewriters to the critical needs of the war may pay dividends in terms of long-range habits of economy.

The shortage of help may bring a more critical evaluation of many of our programs and procedures. It is the tendency of all government to take on new functions but seldom to give up those that have outlived their usefulness. Necessity may compel us to speed up this process.

Many procedures may have to be abandoned, simplified, or replaced with more efficient methods. In some operations we have been like the genius who, passing a field of several hundred cows, could unerringly count them regardless of his speed. "It is easy," he explained, "all I have to do is to count the legs and divide by four." Many of our procedures may be in equal need of simplification which the pressure of the emergency may bring about.

Another benefit which may arise from the emergency is that our morale may build a unity of purpose which can be applied to solving the postwar problems. It is true that a period of intense fervor may be followed by a severe reaction, just as after the last war there was an easy slump into a desire for "normalcy." If the educational leaders, however, are conscious of the dangers of a slump in morale and are awake to the possibilities which may follow from an intelligent effort to maintain this morale on the high level that we hope it to attain in the war, we may have a condition whereby our people will be united and as self-sacrificing in solving the problems of peace as they will be in solving the problems of war.

The Dangers of Losing

So far I have discussed the effects of these adjustments on the assumption that we will win the war. While I believe that we shall win the war, we must face frankly the possibility that we may not win. A blind, complacent confidence in victory will not of itself forestall defeat. We refuse to face the reality that up to this point we are losing the war, and believe that no matter how serious our reverses that somehow we will blunder through to eventual victory. We have been unwilling to face unpleasant facts and adjust our thinking accordingly. We fail to realize that many well-informed persons believe that if Germany succeeds in taking Iraq and Iran we shall not have the necessary oil supplies for our far-flung bases and shall be compelled to withdraw both our fleet and our armies to our continental borders to dig in and prepare for an almost helpless struggle against a combination of powers with the resources of the world at their disposal.

The effect, in that case, of our failure to make adequate preparation and adjustments or to make them early enough, would be to turn the United States into a colossal military economy, girding itself for a renewal of its fight for existence. In such an order, what education continued to exist, would be only such as would be required to serve our war machine. The long-range effect of such a stalemate would be the death knell of education and the way of life for which it stands.

The long-range effects of defeat are already painted in dismal colors across the face of Europe. We need only call the roll of Poland, Denmark, Norway, Belgium, Holland, Czechoslovakia, France, and Greece, to bring to our minds the effect of inadequate preparation and adjustment. What need for food for the mind when there is no food for the stomach.

We have been privileged, during the past three days, to be on the mountaintop. I have seen men moved more deeply than is customary in a gathering of this kind. I saw men so choked with emotion that it was difficult for them to speak. This was an evidence of a high resolve to devote themselves to the task which is ahead, in order that we shall not let our boys down. Men's souls have been put through a cleansing fire. The man who might have debated something less than 100 per cent cooperation on rationing, or who considered accumulating unreasonable stocks of material, felt a change of heart and a high determination to put his shoulder to the wheel.

We are about to go back to the routine of our work. If this is not to have been an emotional debauch we must realize that it is on the job that we must translate emotion into action.

Each day we are casting our ballot for the kind of world we want for ourselves and our children. Each violation of a priority regulation, each act of hoarding, each failure to curtail where curtailment would not seriously affect the educational program, each act of chiseling on gasoline, rubber, or other rationing, each failure to do our best, adds up as so many votes for a world which we detest. We must remember that in this struggle a majority vote is not sufficient to win. It must be unanimous.

When, by dogged determination we have fought through to victory and the war is won, may each of us look back with a clear conscience and a realization that each act has been a ballot for a world which makes possible a type of education and a way of life for which we fight.

OUR SCHOOLS IN WARTIME[1]

Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every schoolhouse become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of good will who seek to bring to this earth a lasting peace. — *Franklin D. Roosevelt.*

[1]Letter to National Institute on Education and the War, Washington, D. C., August 28, 1942.

Schools Will Sacrifice for War

The Association of School Business Officials Holds Important Convention at Cleveland

That the schools are cooperating fully with the war effort and that so far as their business policies are concerned, they are determined to carry on and make every sacrifice necessary both to win the war and to maintain educational services was made clear at the Cleveland convention of the Association of School Business Officials, Oct. 5 to 8. The entire convention had but one theme, namely, the adjustment of school-business policies, of school finance, of purchasing, of building operation and maintenance, and of personnel management to the rapidly shifting situations due to the war effort. President Mitchell packed into the three daily sessions of the three-day meeting an unbelievable amount of practical program and discussion. Federal officials and army officers joined with the leading school executives in making the convention the most serious and immediately useful gathering that the association has held in its 31 years of helpful existence.

Without question, the high spot of the convention was the message of Major Roswell P. Rosengren, of Washington, D. C., who briefly reviewed the history and the growth of the democratic principle in American government and pointed out forcefully and with utter conviction the vital importance of American victory for the democratic way of life and for the permanence of a Christian civilization.

The Presidential Address

In the Annual Address of the President, Mr. Herbert S. Mitchell pointed out the need of complete cooperation between the Association and the governmental agencies for the winning of the war and the best possible maintenance of the school systems under current conditions.

The first formal speaker of the convention, Maury Maverick, a member of the staff of the War Production Board, brought home to the 350 members of the association, the deepening need of sacrificing men and materials for the war. In discussing "The All-Out War Effort," Mr. Maverick said: "There is little or no time for the academic studies of the past. We must train mechanics and men for the industry and for war. Millions of men must be taught to repair trucks, planes, and tanks. We must train millions to build the instruments of war." Discussing the material sacrifices which education must make, the speaker said: "Before this war is over, I believe it will be necessary to requisition from schools technical laboratory equipment, office machines, and other critical items, unless they are being used strictly on the military effort."

Supt. Charles H. Lake, of the Cleveland schools, pointed out that "The Role of the Schools in the War Effort" includes a wide variety of significant activities, ranging from the teaching of the current war events and the real meaning of the democratic way to participation in all civilian war effort, the maintenance of child health, and the protection of children from aerial dangers.

The Monday Sectional Meetings

One of the most important papers heard at the sectional meetings on Monday was a discussion on "Conversion and Substitution for Critical Materials." Mr. Harry B. Pulsifer, of the American Metal Trades Company, Cleveland, outlined in detail how noncritical materials such as ceramics, glass, tile, plastics, etc., are being substituted for essential metals, etc. In this, the school authorities should cooperate to the best of their ability.

In discussing the procurement of school buses and tires, Mr. L. C. Hutchinson, of the OPA office, Cleveland, outlined present practices of the organization which he represents and unconsciously made clear that there is an enormous amount of confusion in the administration of the trucks and tires conservation.

One of the important round tables discussed in detail means of safeguarding children against air raids. School people are most worried about handling of children in old buildings where even the basements will not afford adequate protection. The discussion led to the recommendation that a committee of school authorities be sent to England to study at firsthand the successful methods employed in London and other bombed cities.

School Participation in Civilian Defense

The degree of school participation in civilian defense activities varies with individual districts, and thus requires proportionate training for personnel, advised a report made by S. C. Joyner, assistant business manager of the Los Angeles city schools. The report was based on a survey of a number of West Coast districts.

The training program must meet the standards of instruction prescribed by the Office of Civilian Defense, and thus will provide for the preliminary courses for instructors and the means of obtaining the instructors. California schools and personnel are participating in general activities in a number of ways.

In School Assignments include air-raid drills, care for school property, first aid, conservation, foods for freedom, and gas defense.

During air-raid drills the school children remain in the building but are directed to air-raid refuges designated as such by competent authorities. Specific instructions have been issued as to what to do in case of an air raid. Every possible emergency is anticipated by carefully worked out plans. Test drills bring out deficiencies and these are promptly corrected. Air-raid wardens, hall supervisors, messengers, first-aid supervisors, and door guards are assigned and trained upon orders from the principal of each school. They follow instructions issued by the superintendent's office and by the OCD: Provision for care of school property consists in the training of auxiliary fire brigades among the upper grade students and the school personnel. This training course is administered on the basis of a preliminary analysis as to needs made by the Fire Prevention Bureau.

Particularly in the large school districts all of the employees have taken the standard or advance course in first aid. The conservation program has been limited to participation in salvage campaigns. Classroom instruction is given on the basis of the agricultural department teacher bulletins telling what vegetables to plant and when. Gas defense training is handled by the local fire departments. All school personnel participates.

Off-Hour Assignments consist in the use of schools for emergency housing, casualty, and decontamination stations.

In using the schools, which are conveniently located for emergency housing, they are placed under the control of the evacuation officer who is usually the principal. The American Red Cross supervises the operation and administration of these emergency housing stations, but the training of personnel is delegated to the evacuation officer.

While the medical officer is in charge of casualty stations, the many details involved in connection with the use of a school plant are being solved by school personnel. The medical officer is in charge of instruction. The auxiliary medical staff is made up of school doctors and nurses.

Gymnasium and shower facilities of the various schools have been designated as decontamination centers. Where these do not exist, special facilities have been built. School personnel is being trained for handling this work.

EDWIN F. NELSON
President, ASBO, 1942–1943
Hartford, Conn.

In the volunteer assignments, thousands of school personnel are participating in regular services of OCD. These volunteers, however, usually have no emergency assignments in connection with the school districts' participation in the program or find that the additional work does not interfere with such assignments. Among these volunteer jobs are aircraft warning service, air-raid wardens, etc.

Individual reaction to appointment or assignments to civilian defense services has been that of cheerful acceptance and readiness to serve, indicative of the willingness to do whatever possible in aiding the war effort.

The Tuesday Sessions

Technical problems of insurance, school finance and accounting, personnel management of non-teaching personnel occupied the entire day of Tuesday. One of the most important papers was that of Dr. Thomas C. Holy, of Ohio State University, who discussed the deepening problems of school finance and adequate school revenues (paper on another page of this issue). While Senator Harold H. Burton enthused his audience in discussing "The American Prospect," and suggested that education is of continuing importance for our national future, the high spot of the day was the address by Major Roswell P. Rosengren, of the Intelligence Board of the U. S. War Department, Engineers Office. Major Rosengren discussed the course of some of the great wars of recent centuries, described the manner in which they were fought, and won, and made a strong plea for the cooperation of American educators in the winning of the present war. He argued for a year's military training at some period in every boy's life, preferably between high school and college. He urged as a vital necessity the complete cooperation on the part of all Americans for the winning of the war and of the peace thereafter.

As in previous years, the immediately useful addresses and discussions were those devoted to problems of operating school buildings, carrying on maintenance projects, handling personnel problems, distribution of materials, and accounting for school business.

Wednesday Sessions

On Wednesday morning, the association heard a series of technical papers. "The Maintenance

Section" listened to a very practical description of "General Maintenance Policies During Wartime," put into effect at Rochester, N. Y., under the direction of Mr. Walter Nugent, acting superintendent of buildings. Papers on paint chemistry and on roofing materials were read by commercial experts. In the "Purchasing Section," Mr. C. T. Anderson, of the Detroit school staff, described the "Scheduling of Purchases," under which a level flow of requisitioning, of contracting and buying, of receiving and delivery, and of accounting are set up. The Detroit schedules are fluid, constantly subject to review, and varied to meet changing situations in education, in the market, and the economic situation. Initiative in determining the quality, quantity, and serviceability of all equipment and supplies lies first in the educational staff working as committees to set up annual standards. Some one hundred standard lists of supplies are in use, and all purchases are made annually on the basis of the most advantageous bids under the specifications. The bidding dates and the actual buying are scheduled through the year to take advantage of seasonal market conditions, prices, and deliveries. Except for the textbook and library deliveries, which are divided into five bimonthly purchases, all supplies are delivered to the schools for a full year's use. Truck deliveries are made monthly and genuine emergencies are met daily. For the war period, all standards are under constant revision to find available substitutes that will serve the needs of the schools. The practical character of the schedules was demonstrated in imitating the defense training program, when the numerous adult training projects were rapidly provided with supplies from the standard lists, with only few additions to meet special situations.

After Purchasing, What?

Mistakes in deliveries that may occur in the housekeeping purchases for a large school system can easily result in costs of thousands of dollars, and much more, intangibly, in very real grievances. The prevention of their occurrence is a primary function of the Testing Laboratory of the Cleveland board of education. R. D. Moore, a chemist with the Cleveland board of education, outlined this laboratory's procedures in a paper read on Wednesday morning.

In essence, Moore's paper pointed out the following:

It is the failure of the minds of the prospective buyer and the seller actually to meet *on* a named standard or specification which often leads to misunderstandings and mistakes.

Purchasing on the basis of a submitted sample would seem a very simple way of ascertaining just what was in the minds of both the buyer and the seller, but really is not. Pretty submitted samples frequently are not representative of the finally received shipment.

A certain named standard, or grade, is often little better than a sample in establishing what was in the minds of the parties. A trade standard, or grade, which may seem to have the most exacting limits, usually becomes quite vague and indefinite upon any attempt to apply it to any actual shipment.

A brand with a copyrighted name, certainly is no way to tell what is in the mind of a seller, even if the buyer does have some idea of what he expects to find under the brand label. Too much reliance should not be safely placed in a brand as a criterion.

A specification, then, is the only way to fix definitely what is in the minds of both parties when a purchase is made. With the constant improvements being made in the federal specifications, and their growing use, almost any article can be purchased under a set specification of at least some value.

Some such specification should be used wherever available, for it is the only satisfactory way of finding out what was meant to be bought. Once this can be determined, the material can be tested. Otherwise, tests are practically futile.

After the contract has been entered into between the purchasing department and the seller and delivery is made, the shipment should be checked to find whether it conforms.

The checking depends, of course, on the type of material involved. For example, a shipment of paper bought "as per sample" might cause but little difficulty in checking to see if it meets essentially the grade shown by the sample. But a shipment of paint might involve many days of technical work to arrive at a similar decision concerning an "as per sample" purchase, and even then, an absolute may not be available.

The first step involves a general inspection of any shipment usually by a good receiving clerk. In this preliminary inspection samples are taken to determine what cases warrant closer inspection. The final responsibility for the shipment devolves on the buyer, who in turn delegates it to the testing laboratory, because of the technical aspects involved in the determination of the quality of the simplest materials.

Once the sample is taken from the shipment, the steps involved in the actual testing depend upon the material, the specification, the judgment of the operator, his skill, and many other factors. In the federal specifications such procedures are usually set forth in great detail and do not concern anyone not charged with their application. To the chemist, or anyone so charged, they are merely a convenient guide.

A cautionary remark must be made to the effect that even serious mistakes can occur without any element of guilt being attached. Mistakes occur perhaps more often through ignorance than because of design.

As an example there was the case of the firm that had been making some of our paints and decided to try supplying our shellac varnish. It was a new project for the company. Four pounds of dry shellac per gallon of alcohol were "cut" just as specified. When the shipment was rejected for having less than four pounds of shellac, the company protested that the specifications were followed. The company had not known, it turned out, that dry shellac contains 5 per cent of water which must be accounted for in the final mix.

So it is with many mistakes. Although made unintentionally, these mistakes, unless the purchaser is on the alert, may cause an expensive loss.

Simplified Paper Standards

The association is embarking upon an extended program of developing "simplified standards" for commonly used school supplies and equipment. Under a committee headed by James F. Williams, of Philadelphia, simplified standards of papers used for school writing, construction work, art, and clerical uses is being developed. Tentative standards are under review and will be made available within a year.

The Final Session

At the final meeting, Mr. J. Eldon Jones, assistant director of the budget, Washington, D. C., pointed out the vast change in American economy due to the war and urged that all school finance must be adjusted to meet the impact of the war. He urged that educational standards and services be maintained at whatever sacrifices are necessary because both the winning of the war and of the peace to come are dependent on education. He pleaded for the active help of all men and officials in the schools to prevent the run-away inflation in which we stand in danger. Increases in the prices of materials and services are extremely harmful to the schools because they cannot be overcome. Real estate taxes upon which the schools depend have an inevitable lag and cannot be greatly increased so that there are practically no effective ways of offsetting the harm from the lower purchasing price of school money in a rapidly rising price situation.

Quite properly, the convention closed with a magnificently inspirational and completely practical summary of the educational business situation, read by Mr. John W. Lewis, of Baltimore. Pointing to the fact that the members of the Association had spent three days apart, as it were on a mountaintop, to review the educational scene and the war, the emotions and the vast amount of factual information received must be translated into immediate daily job of adjusting policies and work, and of making every sacrifice so that education may make this democratic world what we want it to be.

Business of Convention

The officers elected to lead the Association effort in 1942–43 are:

President — Edwin F. Nelson, business manager, Hartford, Conn.

Vice-president — Robert W. Shafer, secretary and business manager, Cincinnati, Ohio.

Secretary — H. W. Cramblet, Pittsburgh, Pa. (Re-elected.)

Treasurer — Albert Austermuhl, Camden, N. J. (Re-elected.)

Directors — C. Harry R. Fuller, Toronto, Ont., Canada; Walter McLain, Ottumwa, Iowa; H. S. Mitchell, Dearborn, Mich.

The 1943 convention will be held in Chicago, war conditions permitting.

In its formal resolutions, the association (1) urged the appointment of a committee to inspect at firsthand the English provisions for child care and protection against aerial bombardment and fire dangers; (2) requested a committee to confer with the War Production Board on priorities of articles needed for school operation; (3) asked the Office of Price Administration to clarify its orders concerning priorities for automobiles, gasoline, tires, etc., actually needed for school transportation; (4) asked that federal orders concerning the use of school buses for transporting school athletes to games be clarified.

Problems of Reimbursement in the War Production Training Program

The war production training program, now being carried on by local school districts throughout the nation, represents the largest emergency undertaking ever assigned to school districts of the country. Responsibility for the program rests directly with the United States Office of Education and is implemented through the state departments of education of the various states of the Union. The plan provides a method for determining the scope of instruction, the means of setting up standards for eligibility of students, and a plan for obtaining the cooperation of industry in determining the desirable subjects to be taught.

Mr. Arthur A. Knoll, of Long Beach, Calif., speaking recently on this subject at the Cleveland convention of the Association of School

Business Officials, pointed out that there are numerous problems arising in connection with reimbursement to local districts taking part in the war production training program. The size of the individual district programs varies from $493 for the smallest, to $1,796,203 for the largest program. The general average cost of the courses runs from $2,000 to $2,500, although no course will go below $492, and in some cases it runs in excess of $4,000 per course.

Extent of Reimbursement Costs

In discussing the extent of nonreimbursement costs, Mr. Knoll declared that some of the districts considered their direct costs only and did not include their indirect costs, such as time of regularly employed personnel which may be devoted to the program but which is not reimbursable. Nonreimbursable operating costs, he said, are estimated to vary from zero to 24½ per cent of the program. One district reported 28 per cent which, however, included a charge of 25 per cent for the purchase of a new building and alterations. In general, districts report these costs as ranging from 6 to 10 per cent of the entire program.

Many districts in the country have found it difficult to finance the program until reimbursements are obtained for the expenditures made. In some of the eastern states where short-time borrowing is permitted, the money may be obtained but interest on the loans must be paid.

Districts in Connecticut have reported that they are prepaid 100 per cent of the authorized courses. Delaware prepays 12 weeks of the course, and one district in Indiana receives prior payment for 20 weeks. In Texas, a varying policy exists, with one district receiving a continuous advance of one month's equivalent, and another receiving 41 per cent of a course.

Problems Arising From Budget Limitations

It is advisable that the allocation of funds be determined in advance budget estimates, according to Mr. Knoll. Such estimates, however, should be broken down into costs for individual courses to permit a control on the expenditures, and reimbursements should be limited to such estimates. Salary expenses can be definitely estimated but instructional supplies and equipment, and repair and replacement are fluctuating factors. In a majority of districts, control by individual classes and courses is advisable rather than by total district expenditures. Control by individual courses is desirable because of the need for proper regulation of expenditures.

In general, it is desirable to have unit costs established in advance for instructional salaries and for instructional and operating costs by type of course. The individual district should be able to determine whether such rates are sufficient to meet local conditions as the conditions and time of purchasing change frequently. Unless a district is able to stock items and charge in accordance with use, the budgetary limits may not coincide with the financial demands. Budgets as set up must be subject to revision on proper showing.

Problems Arising From Auditable Records

Problems arising from auditable records fall into four groups: (1) salary claims, (2) instructional supply claims, (3) equipment repair and replacement claims, and (4) housing expenditure claims. The keeping of actual hours is not possible in many clerical assignments. Administrative business routines of purchasing, accounting, etc., are not efficiently carried out by segregating defense work from the regular school activities. Anything which tends to increase the number of hours of labor required to do a job at this time should be discouraged.

Districts may be permitted to report workers on a percentage basis and then held strictly to account for honesty and accuracy. Pay roll

(Concluded on page 60)

Practical Measures for School Building Protection

John W. Brown[1]

It seems that most people find it difficult to believe aerial attack will happen here, and that actual preparations for attack seem to be ridiculous. I do not know of any school system, industrial plant, or private buildings that have attempted to prepare for enemy raids. I do not know of any leading cities in New Jersey or New York that have made preparations. Unfortunately, if we are bombed there will be a run on supplies and equipment with the result that there will not be enough to take care of our needs.

A great deal of thought has been given to the protection of school children from glass fragments. I am not in position to determine what is best of the materials available for the treatment of glass. Various ways of covering glass with the aim of minimizing the effects of a blast have been used. They take the form of materials fixed to glass with an adhesive, as allover coverings, or strips, or applied in liquid form by brush or spray. The aim of these treatments is to prevent glass from flying into small dangerous splinters; they cannot be relied upon to prevent breakage. Nevertheless, certain materials properly applied may slightly decrease the breakage of glass by distant effects. Celluloid, celluloid film, paper, cardboard, transparent wrapping paper, textile materials, adhesives are used. Sheet materials such as stout kraft liner board, corrugated fiberboard, solid fiberboard, wallboard or building board, plywood, wire netting and fibric, plasterboard, thin metal sheets, etc., are recommended.

Most of the above materials darken interiors and are not desirable unless they can be installed in the same manner as double hung windows held in the upper part until dropped into position during a raid. This system, of course, excludes 50 per cent of the light area. If schools are used as casualty or first-aid stations, this type of material is ideal for obscuration.

The merits and faults of the different materials may be readily determined when your selection is decided on. Plywood, for instance, will warp and may require some care, but any grade is suitable.

A semirigid casing is better than a rigid one, because the window as a whole can more readily vibrate with the shock wave. For instance, an unfastened sash window that is a loose fit in its runners, or a casement held by loose fitting peg stay or sliding stay usually have freedom of movement and, therefore, a somewhat better chance of survival than more rigidly held panes. Where glass is strong in relation to the frame, the latter may buckle or be forced out; the glass sometimes remaining unbroken. This may occur in windows divided by numerous glazing bars into small units or where thick glass is held in slender bronze frames.

It is suggested that all windows be opened wide. The panes are less likely to be broken than if windows are shut because there is a better chance of the shock wave acting on both sides simultaneously.

Transom windows in corridor walls should also be opened full to permit the shock to dispel itself in unobstructed space. The wave of pressure is highest in the region of the explosion and falls off rapidly the further it moves away. Some school districts have removed transom window glass and replaced it with plywood or covered the glass area with the same material. The latter may cause the transoms to be blown out completely.

With classrooms evacuated, glass destruction is a small item compared with what will happen if our cities are bombed with heavy explosives. In the East, for most part, our buildings are well constructed with heavy reinforced concrete foundations to withstand the most severe weather; consequently, these buildings will stand considerable shock. Older buildings of brick construction with wood floors will not stand as great a shock, but this depends on the type and size of bomb, and the angle of impact. Thirteen and one-half inches of brick wall will withstand fragments from 500 lb. bombs at a distance of 50 feet, but buildings of this type construction would be damaged considerably by the impact and explosion of the bomb to nonstructural elements, such as partitions, roofing, windows, doors, plaster, etc.

For practical purposes, window and building protection can be considered under two heads; namely, against "near (intense) effects" and against "distant effects." Many more windows are likely to be subjected to distant effects than to near effects. Protection against near effect, which must include both blast and fragments, costs much more than protection against distant effect, which may be considered as against resonance alone. Therefore, when protection of a window is being devised its relative importance must be considered. For instance, the windows of rooms containing important machinery or valuable property may be given protection against near effect, whereas for the great majority of windows the risk of near effects must be excepted, and protection against distance effect will suffice. The school authorities must decide on the treatment appropriate for the windows to be protected.

Frame buildings of steel or reinforced concrete construction are relatively much less affected even by direct hits than are buildings of wall bearing construction. Modern public school buildings are usually of steel or concrete framed construction and will withstand bombing very well.

The walls of most school buildings are thick enough to give protection against bomb fragments. This applies to old or new buildings of brick or better construction. This, of course, does not apply to wood construction.

If classrooms are evacuated and children are placed in basements in single lines against solid masonry walls and spread out over the entire basement area, only basement windows need be protected. In buildings without basements children should be placed in corridors, which in most cases are of solid masonry construction. Top floors should be avoided. As a rule, top floors have hung ceilings of wire lath and plaster construction, with composition or slate roofs. These offer no protection, and make it necessary to give students the protection of one or more concrete floors overhead.

It is evident that school classroom windows cannot be barricaded completely for the duration. The best methods of protecting basement windows for the safety of the children sheltered in the basement may be any one of several methods — sandbag barricade; window blocking with brickwood or filled concrete or cinder block,

(Concluded on page 59)

[1]Business Manager, Board of Education, Elizabeth, N. J.

THE AMERICAN
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Schools Face Deepening Difficulties

THE elementary and secondary schools are operating during this first complete year of war under remarkably favorable conditions. While there is a heavy shortage of teachers in remote sections of some states, the fact is that there is no serious general dislocation of staffs in the teaching or in the operating and maintenance groups. Up to the present, the schools have been able to get ample books and supplies and full amounts of needed fuel. New construction, remodeling, and to some extent repairs of buildings have been stopped, and in some defense areas there is real distress caused by a shortage of classroom space. Bus transportation has been cut to bare necessities, and the doubling of services has made some difficulty in communities where the routes are long and the services always have been scant.

School finances in most communities have been easier than at any time since 1929; state funds have been increased, and city funds, except for increased salaries and added pupil loads in war-industry boom towns, have been relatively easy through the payment of back taxes.

Curriculums and teaching services have not been seriously disturbed. In the high schools, the air-education program and the preinduction program, as represented up to this time chiefly in the newly initiated High School Victory Corps, are being handled with genuine pleasure as specific aids to the war effort. The several training programs for the war industries have been going on so long that they are being adjusted to each new demand with dispatch.

School people are not always happy in the solution of special service problems raised by the numerous Washington war and civilian agencies and their local representatives, many of whom are inept and unreasonable, making conflicting demands and attempting educational projects for which they are not prepared.

The picture for the future is not so attractive, and school boards and their executive staffs may well prepare to meet deepening difficulties on every front. Certainly the financial situation will involve new and troublesome problems as the new federal taxes take more and more of the income produced by the war activities. The schools, like all other local governmental agencies, will be obliged to go on short rations unless the states and the local school boards can maintain their incomes. There are vast dangers in pruning school budgets, and still more serious dangers in cutting educational services. The economies which are made in the large cities should come from the closing of unused rooms and buildings, the reduction of staffs to reasonable teaching loads wherever enrollment drops off, and the dismissal of unneeded operating and maintenance men. Whatever reductions are made, these should be handled by the schools own experts, with due regard for the probable return of pupils, particularly to the high schools. The growing spiral of inflation is a particular danger to the schools where salaries have never been sufficiently high, where income from real estate taxes is static, and where practically all services have been scantily handled.

It seems worth while to repeat: Every financial sacrifice needed to keep needed staffs is well worth making. The maintenance of buildings should be handled to avoid real losses from weather and wear. Needed repairs to machinery, school buses and trucks, and heating and ventilating apparatus should not be delayed. The ideal of every school board should be to maintain the schools at the highest point of efficiency consistent with the situation; to plan for every foreseeable emergency: to insist that every member of the staff endeavor to do more and better work to the end that the entire school effort contribute to the speediest ending of the war.

High School Victory Corps

ENDORSEMENT for the new High School Victory Corps has come from such a variety of government officials and departments that this volunteer organization should get under way in every high school with the complete cooperation of school boards and school staffs. Of all the services which the Office of Education has rendered to the war effort, the High School Victory Corps is undoubtedly of the greatest immediate importance for preparing the coming 18-year-old inductees for competent military service.

The work of the corps which is to be partly regular schoolwork and partly extracurricular, ties up a number of activities in which the schools have long engaged and which are now given a new motivation and an immediate life significance. Primarily, the corps is a means of accelerating the training of youth for the war service which they will be expected to perform in some branch of the service. In a secondary way, it will enable boys and girls to participate under intelligent direction in community war efforts. Guidance for entry into the land, air, or sea services or into the production services will emphasize the importance of the preinduction training and of the regular scholastic work which has a bearing on the war services.

Unquestionably, the corps will make very real the importance of citizenship, of participation in the war effort, and of furthering American democracy as a war objective and as a peace goal. Physical education and military drill will take on a new meaning when they are related to future service in the Army or Navy. So too, will science, mathematics, history, and the important subjects of the shop — metalwork, auto-mechanics, welding, electricity, radio, etc.

The Victory Corps will require on the part of the school boards and the superintendents a close study of local situations and problems and steady cooperation with the principals and teachers who are carrying on the immediate programs and are adapting them to local opportunities and needs. The entire work of the high schools will be made more effective for peace, as well as for war, to the extent that the Victory Corps is conducted with vision and energy.

School Health Program in Wartime

WHATEVER economies school boards may engage in as policies imposed by the emerging war economy, health services are the last which should suffer. There are, in fact, numerous reasons why health and physical education programs should be broadened and instruction in these areas should be extended to every grade. Every child should enjoy that vigor of good health both of body and mind that will overcome the present enormous wear and that will build up good habits, and right attitudes for adult life.

In this enterprise as in so many other branches of educational service, the help of doctors and of public health authorities cannot be relied upon as in peacetimes. It is stated that one fourth of the physicians of the country are in the war service and that many school physicians have been called. In this emergency, the ordinary teachers, the principals, and the superintendents must take over and make their instruction, their daily health inspection, and above all, their personal interest in their individual pupils more real and effective than in peacetimes.

President E. Kleinschmidt, M.D., of the American School Health Association, recently said: "Fatigue, worry, fear, nervous strain, excitement, unnatural routines, the effect of strange environments, insufficient sleep, lack of exercise — all these are the precursors of abnormalities peculiar to wartime. We recognize full well that childhood anxiety

can be as devastating as disease itself. The effect on children of radio dramas, concerning the war and war news is already evident in terms of sleeping disturbances, nervousness, unnatural fears, and anxieties. While very few reports have as yet appeared in the American literature, we have reason to believe, judging from the experience of our English confreres, that fatigue occasioned by physical and emotional stress in wartime is one of the most important health problems facing us today. Moreover, lack of parental surveillance and ordinary disciplinary measures often bring in their wake delinquency and a new freedom for children which offers dangerous possibilities unless steps be taken to provide natural outlets for youthful energies. The need for well-organized programs of recreation for children was never more pressing. As physicians we should bear in mind also that we have an obligation to preserve the child's sense of security which after all is his greatest need."

The United States Office of Education Wartime Commission admonishes all who are in charge of children to see that they observe regular habits of sleeping, eating, and exercise. A Children's Bureau Commission on Wartime has called upon the citizens of the United States to: (1) guard children from injury in danger zones; (2) protect children from neglect, exploitation, and undue strain in defense areas; (3) strengthen the home life of children whose parents are mobilized for war or war production; (4) conserve, equip, and free children of every race and creed to take part in democracy.

The problem of wartime child care in the schools is essentially the responsibility of the school boards and their executives. It requires no argument that our youth must be physically fit if they are to be mentally sound. It is physical and mental vitality that makes a nation strong, to fight in war, and to carry on in peace.

Flag Salute in Schools

IN A decision which reverses an opinion of the United States Supreme Court, the United States District Court of West Virginia has held that the compulsory flag salute statute violates the fourteenth constitutional amendment, and children who have religious scruples concerning the salute must be excused from it.

The decision was made by a three-judge court, composed of District Judges John J. Parker, of Charlotte, N. C., Harry E. Watkins, Fairmont, W. Va., and Ben Moore, Charleston. The case had arisen in Charleston where children, members of the Jehovah Witnesses, refused to salute the flag and were dismissed from the school under a state law.

In delivering the opinion of the court, Judge Parker pointed out that four members of the United States Supreme Court which ruled in the Gobitis case, involving the Minersville, Pa., school district, had since stated that they thought the decision unsound. Judge Parker wrote:

Under such circumstances and believing as we do that the flag salute here required is violative of religious liberty when required of persons holding the religious views of the plaintiffs, we feel that we would be recreant to our duty as judges if through blind following of a decision which the Supreme Court itself has thus impaired as an authority, we should deny protection to rights which we regard among the most sacred of those protected by constitutional guarantees.

The court contended that "courts have nothing to do with determining the reasonableness of the belief. That is necessarily a matter of individual conscience."

School-Board Reports in De Luxe

THE conventional school report constitutes dry reading. The superintendent discusses the educational progress of the year, the secretary provides information on the financial operations of the schools, and the president of the board of education makes some general observations. Besides a few significant departmental statements, the document is replete with statistical information. Such a report has definite value and is consulted with some interest by those who have an immediate concern with the school system.

The general public, however, cannot manifest much interest in the conventional type of school report. This fact has been recognized in a number of communities and has prompted documents dealing with the schools which are at once attractive, readable, and highly interesting. These documents are free of statistical aridity and official jargon; they take the public into the schoolhouse and demonstrate in word and pictures the splendid things that are being accomplished there.

Valuable as the new type of city school report has become as a means of public relations, the recent tendency in the larger cities seems to go beyond the bounds of good judgment and economy. The taxpayer who is harassed by the new federal taxes cannot but feel that there is a huge waste in these reports and rather erroneously come to the conclusion that the schools as a whole are conducted on a de luxe basis. For the duration of the war, these fine reports may well be dropped. In fact, a distinctly modest type of annual document is in all circumstances the best sort of sales matter.

Losing Balance in Taxation

THE ever troublesome problem of taxation is rapidly becoming more complicated as the war economy is developing and as Congress is seeking for funds for the necessary war effort. In the heat and confusion of the hour sight is being lost of many results which the federal taxes will have upon local government and upon sound state and local taxation programs. While school boards will be the last to ask any consideration of their situation which will delay the war effort by one day or one dollar, it is only good sense to call attention to the old, old fact that the entire problem of taxation can be solved by shifting taxes from federal to state or local authorities or vice versa. As an Ohio editor recently remarked: "With the Federal Government taking the cream of the revenues and the state governments getting the second cut, the plight of local governments has become increasingly worse throughout the country." This observation applies particularly to the taxation of the local city and school district bonds. There is no more erroneous popular opinion than that which holds that the taxation of municipal and school bonds is a means of getting from wealthy owners a tax which they now escape. In reality, the taxation of such bonds will simply mean a heavier tax load on the local communities to be paid in the form of higher interest rates on all bonds to be issued in the future. Even federal aid to education will not solve this problem.

OUR CITIES EDUCATIONALLY

An educational yardstick applied by the U. S. Census Bureau has shown that Los Angeles stands first among the nation's 14 largest cities. The yardstick is the median number of school grades completed by persons 25 years of age or older.

In New York City, the median number is 8.3 years, just a little over elementary school graduation. Of the 14 cities with 500,000 population or over, Washington stands second with 10.3 grades. Three other cities tie with New York for eighth place. The tabulation, based on the 1940 census, follows:

City	*7 Yrs. Grade School*	*4 Yrs. High School*	*4 Yrs. College*	*Median School Yrs. Comp.*
Los Angeles	86.5	41.9	7.2	10.7
Washington, D. C.	82.1	41.2	11.1	10.3
San Francisco	85.6	36.9	6.6	9.6
Boston	81.3	31.9	5.4	8.9
Detroit	77.2	25.7	4.3	8.7
Chicago	79.7	24.5	4.6	8.5
Buffalo	79.1	20.2	4.3	8.4
Cleveland	70.3	20.8	3.2	8.3
Milwaukee	79.2	22.2	4.2	8.3
New York City...	77.0	22.2	5.7	8.3
Pittsburgh	75.6	24.3	5.5	8.3
Philadelphia	74.2	19.0	3.8	8.2
St. Louis	76.5	17.9	3.7	8.2
Baltimore	64.8	19.2	4.3	7.9

School Building Authorities Hold War Meet

Methods of conserving existing school plants against the wear and tear of extra war service and of routine use, in the face of reduced budgets and priorities limitations; the need of defining the position of state school plant divisions in state departments of education; the revision of standards of schoolhouse construction — these were among the topics discussed by the National Council on Schoolhouse Construction during a crowded two-day convention at Cleveland, Ohio, Oct. 8 and 9. Dr. N. E. Viles, of Jefferson City, Mo., presided over the meetings which included the following formal addresses:

Protecting School Children During the War Era — Supt. Charles H. Lake, Cleveland, Ohio.

Material Priorities for School Plant Construction and Maintenance — A. M. Leissa, Cleveland, Ohio.

Adjustments in School Plant Maintenance, Operation, and Utilization — J. L. Taylor, Little Rock, Ark.

Remodeling School Buildings for Continued Service — H. C. Headden, Nashville, Tenn.

School District Housing of Shop Activities — S. P. Clemons, Columbia, S. C.

Schoolhousing in Cleveland — Gerald E. Irons, Cleveland, Ohio.

War Effects on Schools and on School Plant Planning — Dr. A. B. Moehlman, Ann Arbor, Mich.

Following a panel discussion, led by W. F. Credle, Raymond V. Long, H. W. Schmidt, I. O. Friswold, and others, the council went on record as opposing the proposal that state school plant divisions be subordinated to an administrative section of state school departments. The nature and importance of school-plant service makes it necessary that the divisions be directly responsible to the chief state school executives and that the work be considered as distinctly in the field of instruction.

School Lighting

The annual program of revision of the "standards" of schoolhouse construction was limited to changes in (*a*) lighting, (*b*) several aspects of construction as such, and (*c*) sanitary installations. The vexing problem of artificial lighting standards brought out the fact that there still is lacking thoroughly competent evidence of the actual amount of light needed by children and adults in carrying on the complexity of activities involved in school education. A committee headed by R. H. F. Halsey did, however, advocate increases in the lighting standards above the 1932 American Standards Society and the Illuminating Engineers Society requirements to which the council has steadfastly adhered. The new minimum standards adopted are as follows:

Artificial Lighting

Sec. 33 Intensities

a) That the minimum effective illumination at working levels be as follows:

1. In locker rooms, corridors, stairs, toilets, and similar spaces..... 5 f.c.
2. In classrooms, lecture rooms, offices, gymnasiums, and auditoriums.....10 f.c.
3. In study halls, libraries, shops, and laboratories, excepting those in the subdivision 4 below.....15 f.c.
4. In sewing rooms, drafting rooms, print shops, jewelry shops, or other specialized rooms housing activities involving exceptionally difficult seeing tasks...20 f.c.

Sec. 33, 2 Control

a) That lighting circuits be arranged to serve rows of lights parallel to the windows, with switch control for each row.

1. One fixture per 100 sq. ft. where reflector type or general-diffusing type direct or semi-direct luminaries are used, and intensities above 10 foot-candles are desired on the work. Spacing between the fixtures are not to exceed 11 ft.
2. One fixture per 125 sq. ft. where general-diffusing luminaries are used in classrooms, lecture rooms, or offices, and intensities are not to exceed 10 foot-candles. Spacing between fixtures are not to exceed 12 ft.
3. One fixture per 150 sq. ft. where indirect or semi-indirect lighting fixtures are used (but spacing between such fixtures should not exceed a distance represented by the ceiling height plus 2 ft.).

The association elected Mr. Thomas J. Higgins, of Chicago, as its president for 1942–43. If a convention will be possible it will be held in Chicago.

The council received and discussed important reports on the planning and permanent equipment of special instructional areas in elementary school buildings. The author was Mr. C. L. Wooldridge, director of school buildings, Pittsburgh, Pa.

The planning and equipment of sanitary facilities, including toilet rooms and shower baths, by Mr. C. E. Laborde, supervisor of school plants, Baton Rouge, La.

Mr. A. M. Leissa, of the Cleveland office of the War Production Board, outlined in detail the present attitude of the Federal Government toward the construction of new buildings and the remodeling of old schoolhouses. In Conservation Order L–41, new construction is limited to $1,000 on absolutely essential buildings. This does not limit repairs and maintenance work which under Application Form PD-200 may be obtained. Before school authorities undertake maintenance jobs they should ask themselves the following questions:

1. Is the work absolutely necessary for the war effort?
2. Is the work necessary to conserve public safety and health?
3. Could the school authorities run existing buildings or convert existing buildings for these needed services?
4. Is the design of the simplest minimum quality? The federal authorities will permit higher stresses up to 20,000 to 24,000 lb. per square inch flexure.
5. Find the substitutes for those consisting of noncritical materials.
6. Are the materials on hand, or is priority assistance necessary?
7. Is there sufficient labor on hand?
8. Could the project be deferred for the duration?

The speaker called attention to the fact that educational limitations have been put into effect under Conservation Order M–208. For permanent and semipermanent buildings new concrete designs and specifications have been developed. These eliminate to a large extent the need of steel for construction and for reinforcement. The council enjoyed an illustrated lecture on three recently completed school buildings in Cleveland, read by Mr. Gerald E. Irons, commissioner of schoolhousing for the Cleveland board of education.

Present Application of the Priority System

In an address before the Association of School Business Officials, Mr. Claude L. Hough, head of the school unit of the Schools and Institutions Section of the War Production Board, explained in detail the current practice and procedures of the War Production Board for allowing priorities to schools and other institutions. In substance, Mr. Hough urged:

Every effort should be made to obtain equipment and supplies without priority assistance. If usual sources of supply cannot furnish what is wanted, other sources should be contacted. An effort should be made to obtain used equipment or to devise a substitute before seeking new items.

When needed items cannot be obtained without priority assistance, schools, hospitals and charitable institutions may apply an A-10 rating for *supplies* used for instruction, repair, operation and maintenance in accordance with the provisions of Order P-100. This order does not cover *equipment*. No authorization to apply the rating is needed, but the terms and conditions of Order P-100 must be followed carefully.

When Order P-100 is inapplicable, so that it is necessary to request special priority assistance from the War Production Board, application should ordinarily be made on Form PD-1A or PD-200 and *not by letter*. Form PD-1A is used to apply for items on materials in one class (except construction or expansion) when such items cannot be obtained without priority assistance. PD-200 is used to apply for a project preference rating to materials or equipment used in any expansion of facilities involving construction. PD-1A forms are not to be used to apply for any items for which preference rating already has been requested on Form PD-200. Application for amendment to a rating or extension of time on project certificates should be made by letter requesting such amendment.

Applications for preference ratings for supplies for stock or resale to students should be made by the retail unit on Form PD-1X and sent to the Distributors Branch War Production Board, Washington, D. C.

A limitation order applying to laboratory equipment and supplies requires that purchase orders for such items must bear a certification that they are issued in accordance with the terms of Limitation Order L-144. This order permits such certification for research, and for expendable *supplies* and reagent chemicals used in instruction. Special authorization is required, however, for *equipment* used for laboratory teaching. Order P-43 allows specifically approved research laboratories to apply a preference rating for A-1-a on equipment, supplies, and reagent chemicals used for *research*. Requests for permission to use this rating must be made on Form PD-88.

It is suggested that each school or institution should centralize all priority activities in one office, probably that of the purchasing department or business office. The importance of maintaining a single unit through which all school departments can clear priority matters cannot be overestimated. The War Production Board receives many letters and questions from staff members of institutions who could get all the answers from their own purchasing departments. Such purchasing departments should be familiar with priorities regulations and orders of the War Production Board, as amended from time to time, particularly Priorities Regulations Nos. 1, 3, 7, and 13, and Orders P-43 and L-144.

It is well to remember that the priority system is constantly undergoing change and readjustment to cope with the growing magnitude of the war production effort, and it is essential to have some means of checking with regard to procedures from time to time. The various regional offices of the War Production Board established through-

(Concluded on page 64)

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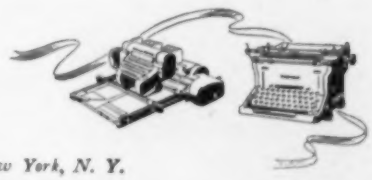

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TEACHERS' SALARIES

► Gary, Ind. The 1943 budget of the school board provides for salary increases for school employees, amounting to $71,895. The increases include $54,460 for teachers, $1,343 for principals, $1,092 for administrators, and $9,000 for janitors.

► The school board of Jefferson Parish, Gretna, La., has given 10 per cent salary increases to members of the school staff. The new salary schedule calls for $192 per month for teachers with master's degrees and maximum experience; $128 per month for those with bachelor's degrees; and $104 for nondegree teachers.

► Fargo, N. Dak. Salaries of teachers in the schools will be 20 per cent higher than the 1935 schedule. The board follows a plan of retaining the 1935 basic schedule of salaries, with percentage increases above that base from year to year. This year the increases will be paid as part of the monthly salaries of teachers.

► Iron Mountain, Mich. All instructors who have returned to their teaching positions this year were given increases of $100 for the year 1943. Members of the maintenance staff were given increases of $5 per month.

► San Gabriel, Calif. The school board has given flat increases of $50 per year to members of the teaching staff in order to meet the high cost of living. The action was taken in order to retain the present teaching staff.

► Racine, Wis. The board of education has rescinded the bonus raises given in January, 1942, and in place of this has given all persons requiring teaching certificates a $200-a-year increase to meet the increased cost of living. The new salary schedule will become effective in January, 1943.

► Lafayette, La. The school board has given increases of $10 per month to teachers, janitors, transfer drivers, and other school employees.

► New Orleans, La. The Orleans Parish school board has granted 10 per cent increases in salary to all degree teachers. Principals were given increases of $220 per year. Nondegree teachers, left under the proportionate scale provided by law, were invited to file suit to get their increases.

► Houma, La. The Terrebonne Parish school board has voted to increase the salaries of school employees to the extent of a full month's salary. The increases represent a raise in compensation of 11.1 per cent for persons employed on a nine-month basis, 10 per cent for those on a 10-month basis, and 8.5 per cent for those on a 12-month basis.

► Cherryvale, Kans. The board has raised the salaries of all teachers 10 per cent. In order to provide the increases, the board went before the Tax Commission and asked for a tax increase above the statutory limit.

► Cedar Falls, Iowa. The school board has given salary increases of 10 per cent to all school employees.

► Portland, Ind. The salary schedule has been increased $90 per year for the school year 1942–43. The board has voted an additional $90 increase to each teacher by issuing accessory contracts. Of the original $90, $45 will be paid at the end of the first semester, and $45 at the end of the second semester.

The salaries of teachers for 1942–43 will be determined according to the following schedule: Teachers in Class A with two years' training or equivalent will start at $990 and advance to a maximum of $1,350 at the end of eight years. Teachers in Class B with three years' training will begin at $1,090 and advance to $1,450 after the eighth year. Teachers in Class C with four years' training will begin at $1,215 and advance to $1,620 at the end of nine years. Teachers in Class D will begin at $1,315 and advance to $1,720 at the end of the ninth year.

► Fresno, Calif. The school board has given salary increases of $15 per month to teachers, and $10 per month to members of the maintenance and janitorial staffs. In addition, the janitors were given a 44-hour week, with overtime for additional service such as night meetings and extraeducational affairs.

► Brookline, Mass. The school board has voted to close the schools from Dec. 11 to Jan. 11, to save fuel oil during the winter. The board also decided not to heat the high school building from the close of one school day to the beginning of the next. In former years, the buildings were kept heated and liberal use was made of them by local citizens' groups.

► Lansing, Mich. The 1943 budget of the school board calls for $1,766,229. The largest item is $1,089,036 for instructional service. Operation expenses will reach $236,765, and auxiliary agencies call for $105,128.

► Holyoke, Mass. The school board has decided to give teachers increases of $200 each, beginning with the year 1943.

► Concordia, Kans. Five per cent increases in salaries have been given to instructors in the high and grade schools for the year 1942–43. It is estimated that the finances will be sufficient to meet the increases.

► Tell City, Ind. All teachers' salaries have been increased 10 per cent during the past two-year period.

► Caney, Kans. The board of education has given 10 per cent increases in salaries to all instructors.

► Personnel problems of Ohio rural schools were typified in Akron, with the opening of the school year 1942–43. A 25 per cent turnover in teaching personnel was evident when 12,000 grade and high school students began the new school year.

Supt. Carl Coffeen, in reporting on the study, said that 100 of the 400 teachers in the county system are new, which is double the number found in other years. The shortages created by men leaving for the army and for war industries, are being felt most sharply in industrial arts and coaching. Four school systems have suspended the industrial-arts department this year, while three others are without physical-education instructors.

► Wyandotte, Mich. The board of education has given blanket increases of 10 per cent to all school employees, including secretaries and building workers. The increases were given to meet the increased cost of living.

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READY TO HANDLE a lot of wear, and already contributing dividends in smart good looks and easy, inexpensive maintenance, is this floor in the library of St. Joseph's Convent, Mountville, Pa. It's Armstrong's Linoleum—in a rich shade of brown with a border of copper rust.

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Schools and the War

THE WAR EMPHASIS IN TEACHING

The teachers of certain subjects are certified by the War Man Power Commission as engaged in educational services essential to the war effort. Perhaps nothing indicates so much or so completely the influence of the war on the content of our education and its emphasis during the emergency as the subjects that are included in this certification. In the elementary, secondary, and preparatory schools, the teachers of the following subjects are essential; i.e., engaged in critical occupations: (1) aeronautics, (2) biology, (3) chemistry, (4) mathematics, (5) physics, (6) radio.

In the colleges and universities, including professional schools, and in research institutes, the teachers of the following subjects are engaged in critical occupations: (1) agricultural sciences, (2) architecture — naval, (3) astronomy, (4) bacteriology, (5) biology, (6) chemistry, (7) dentistry, (8) engineering sciences, (9) geology, (10) industrial management, (11) mathematics, (12) medicine and surgery, (13) metallurgy, (14) meteorology, (15) navigation — aerial and marine, (16) oceanography, (17) pharmacy, (18) physics, (19) physiology, (20) veterinary science.

In the public and private industrial vocational training are included trade, vocational, and agricultural subjects (such as machine-shop practice, aircraft, sheet-metal work, and similar subjects) and vocational rehabilitation.

► A wartime program for Missouri public schools has been approved by 34 city and county school superintendents of the state. It will be the objective of all the schools to make any adjustments necessary to make the maximum contribution to the war effort.

Among the emergency wartime projects outlined were:

1. Instruction in civilian defense, cooperation in salvage activities, and promoting war-bond and stamp sales.

2. Special courses in mathematics, physics, and aeronautics to prepare high school students for military or war-production service.

3. Vocational instruction courses for potential war workers out of school as well as for students.

► Detroit, Mich. The board of education has approved a three-point program for 1942–43. The three points are:

1. Preparation of intermediate and high school boys for service in the armed forces. Mathematics, physics, preflight aeronautics, meteorology, radio, electricity will be stressed.

2. Development of an understanding of war's economics to consider dangers of inflation: salvaging, rent ceilings, price administration, food rationing, and nutrition will be studied.

3. Maintenance and morale building. The world aims of the United Nations will be studied. Students will be encouraged to participate in activities of the Junior Red Cross and other worth-while activities.

► St. Louis, Mo. Special mathematics and science refresher courses, to help former students to enter the army and navy specialist corps, are being offered in the night high school classes this year. Other courses being offered are photography and groundwork for military mechanics.

► Washington, D. C. The public schools have been adjusted to war needs with the outlining of six phases of school activities to be conducted during the school year. The physical-education program has been extended from two or three periods a week to five periods in all senior high schools. Body-building calisthenics are being emphasized in three periods. A special committee on curriculum has completed its work of revising the history course. This course during the year will stress contribution of great American leaders, the bases of American freedom, postwar problems, the influence of geography on the economy of nations, South American culture, and other problems related to the war effort.

► Chicago, Ill. Victory lunches at 18 cents have replaced last year's 15-cent lunches in the high school cafeterias. Student specials were planned for dietetic values, but this year's victory lunches go a step farther. Their nutritional value is measured according to a national nutrition yardstick laid down in Washington.

The schools are this year receiving some supplies from the federal surplus commodities administration to aid in providing a meat substitute for each meal along with raw fruit or raw vegetables, eggs, whole-wheat bread, butter, and milk.

► San Antonio, Tex. A course in radio training is being offered at the aircraft school. Five different phases of instruction are being offered, including machine-shop work, mechanic shop, sheet metal, welding, and aircraft engineering.

► A pre-Army hardening-up program of the "commando" type has been recommended by the U. S. Office of Education for boys between the ages of 16 and 18.

The course which is to be included in all high school gymnasium work is designed to spot physical defectives and to correct remedial defects. Much of the program is based on an experiment conducted at the Flushing High School, Long Island, N. Y., where a "commando" group was organized. The boys will be trained in the gymnasium and in the field and will be required to pass certain physical and mental tests of the "commando" type.

► The Philadelphia board of education has decreed that in future the course of study in the schools shall include courses in aeronautics, blueprint reading, radio, Latin-American history, and health instruction.

► Springfield, Mass. The board of education has approved a new physical-education program, providing for the conditioning of the junior and senior high school students for war service and civilian defense.

"I find the demand for figure-trained men and women growing by leaps and bounds."

"My students that have mastered calculating machine operation get jobs immediately."

TEACHERS realize that calculating machine operation and business arithmetic is one of the most important parts of a school's curriculum. They have seen that this training gives added value to their pupils — that it makes for sure jobs, higher pay and faster advancement.

That's why schools everywhere are using Monroe Adding-Calculators in their office practice courses.

Schools having installations of Monroe Educators and other Monroe Adding-Calculators are meeting the demand created by the war emergency for graduates to fill wartime jobs where calculating machine experience is important. Call the nearest Monroe branch or write our Educational Department for further information in adapting your equipment and courses for war time instruction.

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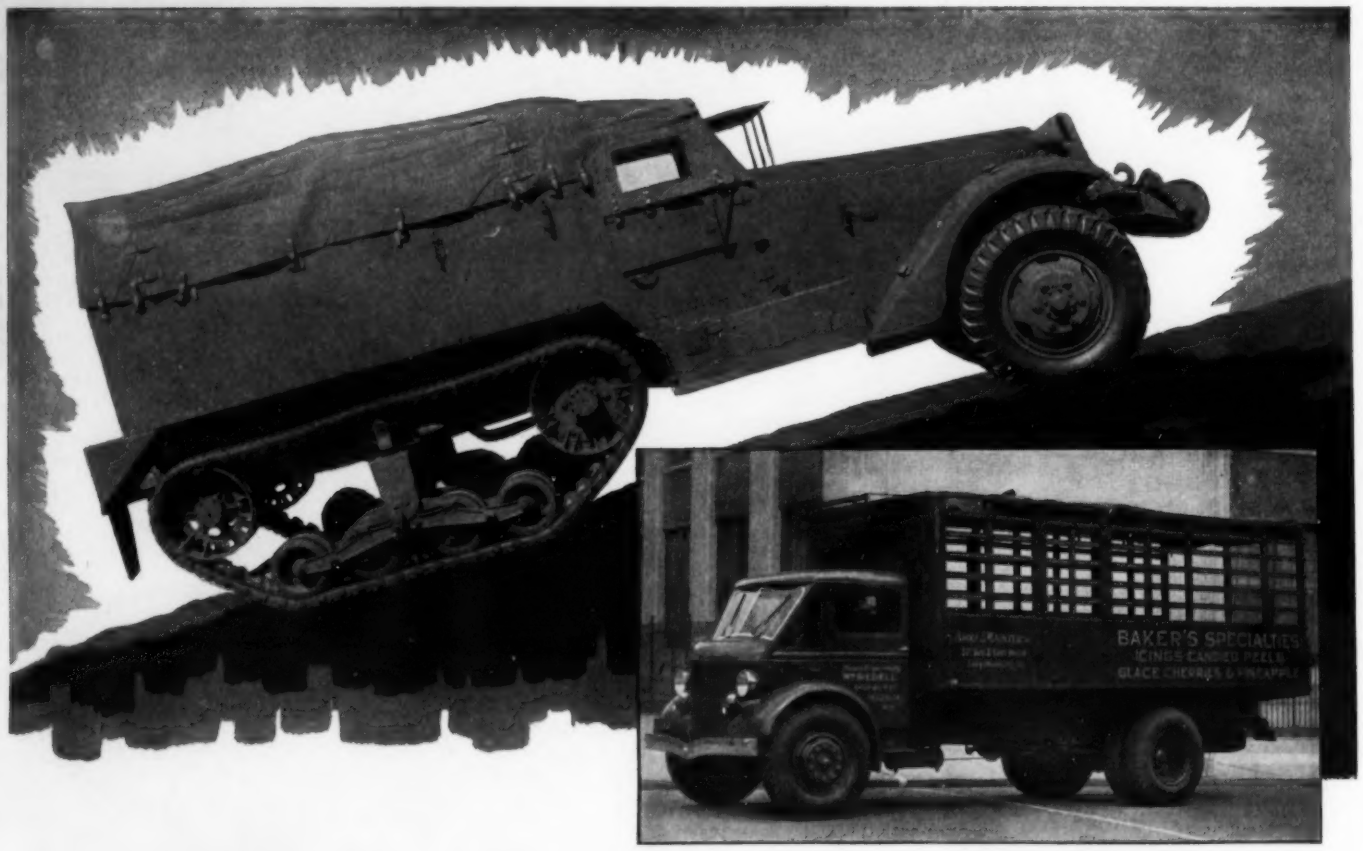

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There never were as many **TRU-STOP** *Emergency* **BRAKES** made and installed as there are today. They're going on *your* equipment, too—your fighting and war transport equipment.

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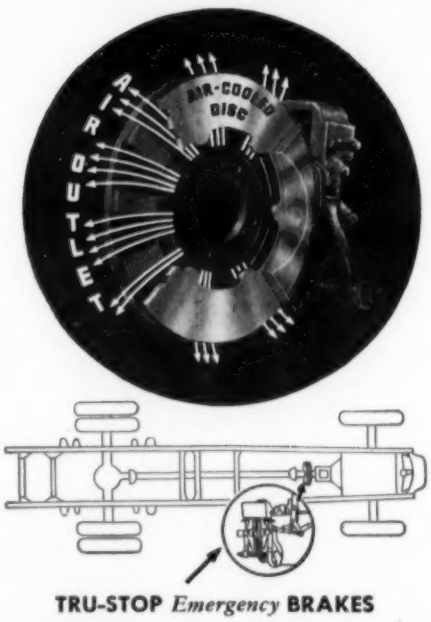
Then, you'll be able to get trucks again—like the **TRU-STOP** equipped Brockway that Mainzer of Long Island City was fortunate enough to buy a couple of years ago.

Until that day, let's *keep 'em rolling*—and stopping safely.



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TRU-STOPS are manually-operated propeller shaft emergency brakes of disc type. Rugged discs are ventilated. A flow of air is driven across both discs by vane construction that rivals the efficiency of well-made pressure pumps—dissipating the heat of braking that destroys the linings of other brakes—adding immeasurably to lining life and making possible the continuous use of the emergency brake to supplement and save the service brakes.

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Rail set at angle to give comfort.
Steel rod extends through legs and is riveted fast.
All metal parts riveted fast and cannot loosen.
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All legs are heavy, straight stock—not easily broken.
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No. 70—$17.25 Per Dozen, F.O.B. Factory

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Take a few seconds to read the descriptive chart of the Peabody No. 70 wood folding chair given at the left. When you have learned how sturdy and how well this folding chair is made, consider also its no-tip feature that allows a child to sit on the seat edge or stand on the seat without danger of the chair folding up or tipping. Consider also its design, which gives unexpected comfort and allows the chair to fold flat. This chair will give you years of hard service and is the best value on the market.

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Our stock of No. 70 Folding Chairs is large. You can get delivery at once. Send your order direct to us or give it to the Peabody representative. Orders sent by mail will be promptly shipped f.o.b. the factory. Orders for only a few chairs or for large quantities get the same prompt attention.

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School Board News

► St. Louis, Mo. The board of education has passed a rule, forbidding board members from interesting themselves in the appointment or advancement of teachers and other school employees. A board member found guilty of the practice of patronage is to be compelled to resign.

► San Diego, Calif. The school board has issued instructions to members of the school staff that they cooperate in making it possible to use substitute teachers to the best advantage. Teachers returning to school after illness must notify the principal, if possible, the day before they plan to return, in order that substitutes may be released. The release of substitutes must be reported promptly to the superintendent's office. The action has been taken because of a very limited supply of substitute teachers during the current year.

► Newburyport, Mass. The school board has approved a proposed plan to offer religious instruction to pupils in the fifth and sixth grades of the public schools. The instruction will be in the churches of the parents' selections, and the courses will be conducted by trained teachers. Special letters have been sent to the parents to gain their consent to the plan.

► Wauwatosa, Wis. The school board has given blanket pay increases to all school employees, both professional and nonprofessional. Civil service employees were raised to the full pay schedule on September 1, and all teachers and employees were given bonuses of 5 per cent up to salaries of $2,000 per year.

► Dubuque, Iowa. The board of education has ordered that nonresident students be excluded from high school classes if the parents fail to make arrangements for the payment of the $12-per-month tuition. More than 30 students from outside districts have been involved in a controversy over the payment of tuition fees.

► Milton, Mass. The school board has considered a request of the police and the FBI for the fingerprinting of all children in the public schools.

► New Britain, Conn. Parents of children in the public schools have been notified that they must dress their children more warmly this fall and winter than in past years. The board pointed out that it may be necessary to keep classrooms less warm than usual due to the fuel situation.

► A course in preflight aeronautics has been introduced in the high school at Portland, Ind. Increased emphasis has been placed on physical training in preparation for military service.

► Wabash, Ind. Ten classes in machine-shop work and blueprint reading have been established, with classes running from 4:30 to 10 p.m., each day, seven days a week.

The day school has added new courses in aviation, meteorology, and trigonometry. The physical-education program has been revised and broadened in scope to carry out the idea of physical fitness and health.

► Garnett, Kans. The public schools are cooperating in every way with the various agencies during the war emergency. Considerable emphasis has been placed on science and mathematics courses in the high schools. An intramural athletic program has been introduced in place of the former interscholastic plan.

► Leavenworth, Kans. The board of education has paid the final installment on the Howard Wilson School, the cost of which was met by the Wilson fund, left to the board by the will of Howard Wilson, a former resident of the city. The building is fireproof, of modern design, and arranged for the first six grades.

► The school board of Los Angeles, Calif., has decided not to rehire retired teachers. The following statement was issued: "Of those who might return less than 10 per cent could meet the physical requirements and these are not in fields where shortages are most prominent. After careful study we decided there could be no modification of the present 65-year compulsory retirement rule."

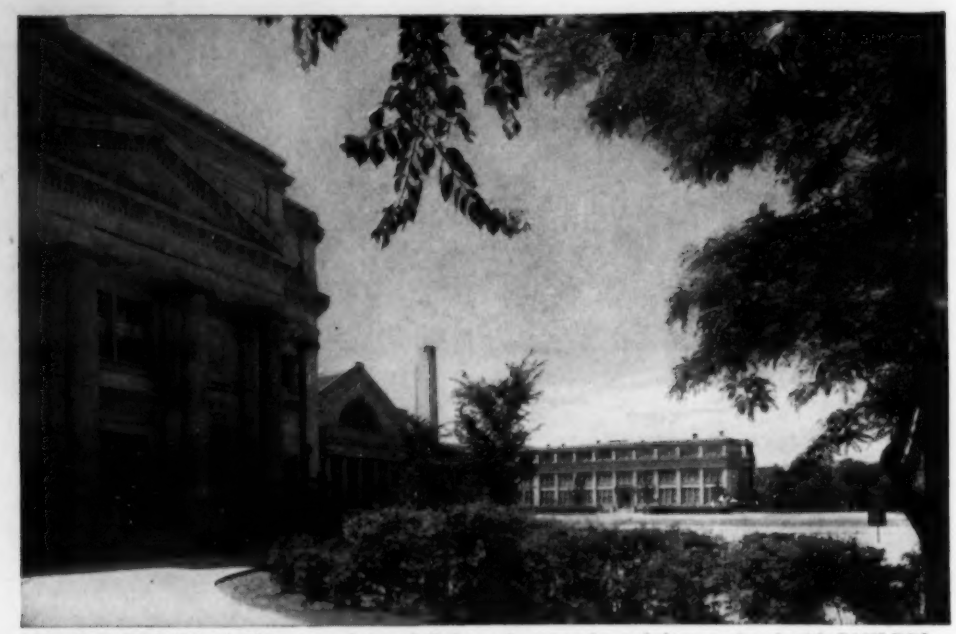
► Cherryvale, Kans. An extensive school-building repair program is being completed. Construction work on the gymnasium has been held in abeyance due to the fact that the government has closed the project for the duration.

► The board of education of New Haven, Conn., has ruled that all employees of the school system called into war service will be assigned to their former positions after the war.

► A drastic reorganization of the administrative personnel of the public schools of St. Louis, Mo., has been started by Acting Supt. Philip J. Hickey. With the approval of the school board, two of the three assistant superintendents will be demoted, the personnel director will be transferred to another position, and four directors will be assigned to work under the new assistant superintendent. The position of manual-arts supervisor will be abolished and a number of assistant principals will be changed. John J. Maddox, assistant superintendent, will be retained in his position and will be in charge of teaching methods. J. S. Nants will be director of trade and industrial education.

► An eight-point long-range health education program for secondary schools of Michigan has been announced by State Supt. Eugene B. Elliott. The program provides (1) continuous health appraisals for pupils, (2) counseling on health problems, (3) disease-control program, (4) daily physical and recreational activity for each pupil, (5) feeding and nutritional education, (6) first-aid instruction, (7) safety education, and (8) courses on the principles of healthful living.

► Fredonia, Kans. The school year 1942–43 opened this year with new courses in prenursing and preflight aeronautics. All students taking aeronautics are required to study physics. Physical geography is a required subject for both junior high school and senior high school students. Courses in motor mechanics and general metalwork are also being offered.



The Senn High School, Chicago, and one of their washrooms, shown below, equipped with SANI-DRI

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SANI-DRI, the modern electrical drying service, is *protecting the health* of workers in industry, men in the armed forces, and students in schools and colleges throughout the country. This *sanitary* drying method helps prevent the spread of infection and disease—there is nothing to carry contamination from one user to another. With SANI-DRI washrooms *automatically* stay cleaner with *less labor*.

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to equal the minimum of over two million drying operations for which every SANI-DRI is built, *over 24 tons* of paper towels would be necessary.

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Also Producers of Restaurant, Cafeteria, and Lunchroom Equipment.

Publications of Interest to School Business Executives

School Transportation in Wartime

Paper, 101 pages. Price, 50 cents. Published by the traffic engineering and safety department of the American Automobile Association, Washington, D. C.

The war emergency has produced new and serious problems of school transportation. School authorities are facing the need of making the buses they have last to the maximum extent consistent with maintaining a basic minimum program of education.

This handbook authoritatively outlines new policies and procedures for operating and controlling school transportation. It discusses wartime transportation policies, bus maintenance during the war period, conservation through proper routing, war emergency bus uses, and procurement of buses.

Facts About Fire

Paper, 15 pages. Price, five cents. National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

This pamphlet takes up first-aid protection in wartime, control of fire hazards by ordinance, and fire prevention education in schools.

War on Fuel Waste

Paper, 8 pages. American Society of Heating and Ventilating Engineers, 51 Madison Ave., New York, N. Y.

Specific suggestions for saving fuel in homes and other buildings. A copy in the hand of every school janitor would be of some help.

Federal Specifications

The Superintendent of Documents of the Government Printing Office has available the following new federal standard specifications:

Paint, with varnish basis for concrete and wood floors, TT–P–146.

Rope, Henequin, and other hard fibers, T–R–586.

Fluorescent lamp auxiliaries, W–L–131.

Playgrounds

By Ray L. Hamon. Paper, 12 pages. Issued by the Interstate School Building Service, George Peabody College, Nashville, Tenn.

The present pamphlet emphasizes the necessity of playgrounds and directed play. It discusses particularly the preparation of the physical education program, the securing of appropriate equipment, the determination of layouts, and surfacing of the grounds. It is valuable for small schools.

Building Heating Guide

By K. C. Richmond. Paper, 47 pages. Published by the Coal-Heat Magazine, 20 W. Jackson Blvd., Chicago, Ill.

This booklet which will be useful to school-building superintendents and school custodians, summarizes briefly and in nontechnical terms, the factors affecting heating results, the operation and maintenance of the heating system, and the choice and use of fuel. Among the subjects discussed are weather stripping, window conditioning, calking, insulation, choice of fuel, and firing instructions.

War and the Motor Car

Paper, 32 pages. The Association of Casualty and Surety Executives, 60 John St., New York, N. Y.

This booklet describes the influence of war on civilian driving and offers information to civilian drivers on how to handle themselves and their automobiles under various war situations. Information is given on "save gas" driving and sharing or swapping rides.

Instructions for Preparing Application for Certificate of War Necessity

Paper, 32 pages. Office of Defense Transportation, Washington, D. C.

A set of instructions for operators of one or two self-powered vehicles and for fleet operators of three or more self-powered vehicles. The material contains a text of the General Order ODT No. 21, a summary of other ODT orders applicable to the program, and a reproduction of the blanks to be filled out by operators of motor vehicles.

Standard Code for Testing Hot Water Unit Heaters

Paper, 12 pages. Published by Industrial Unit Heater Association, General Motors Building, Detroit, Mich.

Technical data on hot water unit heaters.

School Building Costs in Missouri, 1934–1942

By N. E. Viles. Published by the author at Jefferson City, Mo.

Constitutes a continuation of a previous report on school building costs issued in 1934. Each building listed is numbered and described briefly.

Summary of Statistics of Higher Education, 1939–40

Prepared by Henry G. Badger. Paper, 4 pages. U. S. Office of Education, Washington, D. C.

Data on 1708 institutions of higher education, of which 603 are controlled by states, cities, or other governmental units.

Wisconsin Education in National Review

Paper, 44 pages. Issued by the Wisconsin Education Association, at Madison, Wis.

While the present study shows graphically the ranking of Wisconsin among the states according to school income, total yearly cost, pupils enrolled, tax revenue, graduates, literacy, etc., it really affords a fine statistical view of education in all the states.

COMING CONVENTIONS

November 3. Southern Illinois Education Association at Carbondale. Mrs. G. A. Smith, Cache, secretary.

November 4–6. Annual Southern Conference on Audio-Visual Education, at Atlanta, Ga. Walter S. Bell, Atlanta, secretary.

November 5–7. Arizona Education Council, at Phoenix. N. D. Pulliam, Phoenix, secretary.

November 5–7. Iowa Teachers' Association, at Des Moines. Agnes Samuelson, Des Moines, secretary.

November 5–7. Wisconsin Education Association, at Milwaukee. O. H. Plenzki, Madison, secretary.

November 6–7. Illinois University High School Conference, at Urbana. Arthur W. Clevenger, Urbana, secretary.

November 11–13. West Virginia Education Association, at Huntington. R. B. Marston, Charleston, secretary.

November 18–21. Northwest Association of Secondary and Higher Schools, at Portland, Ore. Paul S. Filer, Spokane, Wash., secretary.

November 19. Massachusetts Superintendents' Association, at Boston. Burr J. Merriam, Framingham, secretary.

November 19–20. New England Association of School Superintendents, at Boston. Burr J. Merriam, Framingham, secretary.

November 24–27. Virginia Education Association, at Richmond. Anna Maxey, Victoria, secretary.

November 26–27. Oregon High School Principals' Association, at Salem. D. A. Emerson, Salem, secretary.

November 26–28. National Council for the Social Studies, at New York City. Wilbur F. Murra, Washington, D. C., secretary.

November 26–28. Texas Teachers' Association, at Dallas. Dr. B. F. Pittenger, Austin, secretary.

CONVENTIONS CANCELED

The National Advisory Council on Schoolhouse Planning has accepted the resignation of Miss Alice Barrows as secretary, and has elected her to life membership. Mr. Ray Long, Richmond, Va., has been elected executive secretary of the Council. The convention, scheduled for St. Louis, in February, 1943, has been canceled.

Other conventions which have been canceled are:

New Hampshire Teachers' Association
National Council of Teachers of English
Oregon Teachers' Association
Iowa State School Board Association

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Remington Rand has prepared a colorful new manual, complete with prices, illustrating and describing the new Kardex and Kolect-A-Matic visible products. It's 28 pages present, in detail, a thorough analysis of the Kardex potential, along with detailed studies of important applications. You may have this free book for the asking. Just drop a card to Remington Rand, Buffalo, New York. No obligation, of course.

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New Books

Shop Mathematics at Work

By Paul L. Welton and William W. Rogers. Leatherette, loose leaf, 208 pages. Price, $1.56. Silver, Burdett & Co., New York, N. Y.

This is a fresher course, adapted to men and women who are going into one of the mechanical trades, particularly machine shop, sheet-metal work, welding, automotive service, etc. The materials have been tested under practical conditions with adult as well as high school students.

Flying High

"Air-Age Education Series." By Rose N. Cohen. Cloth, xii–320 pages. Price, 76 cents. The Macmillan Co., New York, N. Y.

The study of air flight has definitely made its entrance into the school field. The present volume is another book in the "Air-Age Education Series" and constitutes an anthology of aviation literature for junior high school students. It includes prose and verse, anecdotes and episodes, etc. Even Darius Green and his flying machine are not forgotten. The work is divided into three parts: the first dealing with the history of aviation; the second with the pioneers of aviation; and the third with the thrilling experiences of aviation.

Hands at Work

By Emmy Zweybruck. Cloth, quarto, 45 pages. Price, $2. Holden Publishing Co., Springfield, Mass.

The title of this book is more properly: "Hands at Artistic Work." All of the projects suggested in (*a*) cross-stitch embroidery, (*b*) stencil printing on paper, (*c*) jigsaw figure cutting, (*d*) textile decoration, (*e*) silk-screen printing, and (*f*) linoleum and wood-block printing, have genuine social and personal values. Work like that suggested has unquestioned carry-over values from school to home life and will enable the homecraftsman — both man and woman — to produce satisfying articles.

This Land We Defend

By Hugh H. Bennett and William C. Pryor. Cloth, xv–107 pages. Price, $1.50. Longmans, Green & Co., New York, N. Y.

This book is written by soil experts who tell much about the importance of right land utilization, the waste of improper farming methods, and the dangers and losses of erosion.

Very clearly they demonstrate that land is the most important of all man's possessions. Food, clothing, and shelter are products of the land. Without these man could not exist. But, land affords more, namely, health, recreation, and freedom, which make life worth living.

The authors discuss the march of the early American land explorers, the era of expansion, the problems of food abundance and land waste, and democracy on the land. For wartime and peacetime, the book is timely and instructive.

Basic Laboratory Practice

By Norman G. Sprague. Cloth, 124 pages. Price, $3.50. Chemical Publishing Co., Brooklyn, N. Y.

A new type of laboratory manual designed to accompany any laboratory course textbook. It offers in concise and collected form, a number of elementary instructions not usually found in one place, and many of which are generally gathered only by word of mouth. It takes up the rudiments of behavior and technique, the preparation of simple and essential equipment, general operations with liquids and solutions, filtration, drying and absorption apparatus, volumetric manipulations, and chemicals that entail special difficulties and dangers. The manual will be found useful for the entire college course.

The Otis Classification Test, Revised

By Arthus S. Otis. Forms R, S, T. Price, $1.35. World Book Co., Yonkers, N. Y.

This is a complete revision of a test widely used for determining both the mental ability of children and their achievement in the common subjects. The test is self-administered and the scoring is done with the perforated key. Results are expressed both in terms of mental age, educational ability, and I.Q. and E.Q.

Airplane Models and Aviation

By Willis C. Brown. Paper, 43 pages. Price, 48 cents. D. C. Heath & Co., Boston, Mass.

Provides directions for making five types of fiying plane models. The theory of flight and the underlying principles of wing and propeller design are included.

Turse-Durost Shorthand Achievement Test

By Paul L. Turse and Walter M. Durost. Form A. price, $1.10 per package of 25. World Book Co., Yonkers, N. Y.

This standardized test is based on the Gregg system.

Rain and Shine

By Ardra Soule Wavle and Ethel Mabie Falk. Cloth, 118 pages. Price, 72 cents. D. C. Heath & Co., Boston, Mass.

The weather — sunshine and rain, in summer and in winter — is the basis of happy stories in this advanced primer.

Education for Economic Competence in Grades I to VI

By Ruth Wood Gavian. Cloth, viii–190 pages. Price, $2.10. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This doctoral dissertation analyzes the economic content of curriculum in the elementary school and suggests topics to be included in a modern school system.

The Piper's Son

By Emily Barto. Cloth, 56 pages. Price, 75 cents. Longmans, Green & Co., New York, N. Y.

This amusing picture version has caught the mischievous spirit of the ancient nursery rhyme.

Vagabond in Velvet

By Corvelle Newcomb. Cloth, 262 pages. Price, $2.50. Longmans, Green & Co., New York, N. Y.

This is an animated story of the life of Miguel de Cervantes, and while it is fictional in form, it is particularly valuable as a true picture of the life of one of the world's greatest writers and human philosophers.

All Around Us

By Fannie L. Michaels. Cloth, 170 pages. Price, 80 cents. Beckley-Cardy Co., Chicago, Ill.

In the form of a story about two interesting children, this first-grade reader acquaints children with the community and stresses appreciation of human interdependence.

A Functional Pattern Technique for Classification of Jobs

By Edwin W. Davis. Cloth, 123 pages. Price, $1.85. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This doctoral dissertation analyzes the main jobs in the field of advertising on the basis of (*a*) common functions and (*b*) rare, (*c*) unique, (*d*) modal, and (*e*) composite functional patterns. The method as developed should prove of wide value in social engineering and in vocational education.

Fun and Frolic

By Barbara Nolen and Florence Brumbaugh. Cloth, 302 pages. Price, $1. D. C. Heath & Co., Boston, Mass.

This third reader, a book in the "Reading for Interest" series strongly emphasizes animal stories. It may be questioned whether it is well at the third-grade level to attribute human abilities to so large a number of animals.

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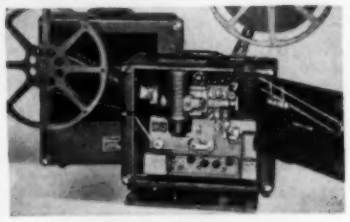

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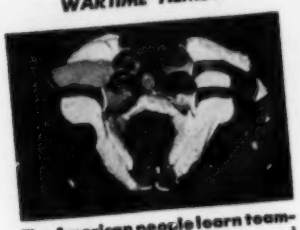

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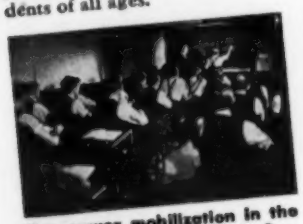

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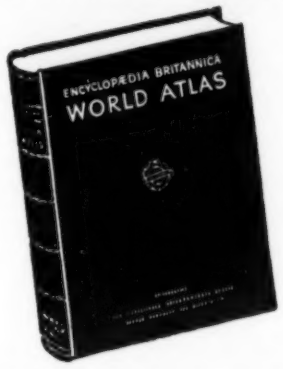

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SCHOOL BUILDING PROTECTION

(Concluded from page 43)

and several types of internal steel and wood shutters. Sandbag barricade is a readily available and initially cheap means of protection, but the bags deteriorate quickly and require replacement from time to time. Bags should be three-quarters filled, with the necks turned under, laid in alternate courses of headers, and should be tamped in place. Boards should be placed over windows prior to placing the barricade. A cover may be provided to protect bags against weather and will prevent dampness in walls.

Other methods, such as concrete blocks, may be used and if hollow, they may be filled with stone gravel, sand, earth or concrete, but a suitable foundation should be provided. Solid concrete blocks may be used to fit window widths and bolted in place.

Whichever method is used the one selected should be constructed according to specifications, which can be obtained at the local OCD office, or from Washington, D. C.

Several memorandums have come from England issued by the Ministery of Home Security (Air Raid Precautions Department) with detailed information on "Protection of Windows in Commercial and Industrial Buildings" and "Shelter at Home," the former being suitable for school building protection.

In the design of window barricading the following points should be considered:

1. Stability
2. Ease of construction
3. Cost of construction
4. Cost of maintenance
5. Availability of materials
6. Value of materials after demolition

Sandbag barricades are good protection for power plants or boiler rooms, when these are separate and apart from the main building. Individual power units, such as generators and turbines may be given protection by sandbags or brick walls around each unit.

The janitorial force should be trained in first aid and attend lectures and demonstrations on the handling of incendiary bombs until they are familiar with the methods of extinguishing and handling the different types of incendiary bombs.

An incendiary bomb may be expected to pierce a slate or tile roof, but it may lodge on the attic floor. It is recommended that attic floors be covered with two inches of dry sand. In buildings with composition roofs and hung ceilings on top floors, this sand cover would not be practicable.

The janitorial force should be trained to handle incendiary bombs and have available on the roof, attic, or top floor, several pails of dry sand, long handle shovels, water hose with a very fine spray of stirrup pumps. Fire started by an incendiary bomb should be extinguished first, and then the bomb placed in a pail with four inches of dry sand in the bottom and removed from the building.

Janitors and firemen should be trained so that immediately following the signal of an impending air raid, they will cover steam boiler fires with ashes to reduce steam pressure; pull out main electric power and light switches to put out lights and stop ventilating fans; shut off main gas valve on street side of the meter; remove fire extinguishers (soda and acid type) from walls in sections of the building where students are located, to prevent extinguishers from falling, due to shock, which would cause the extinguishers to discharge and the contents to be sprayed on the students. Extinguishers should be placed in a room or closet near their location, out of sight of the children.

These duties can be performed in a short time, and the janitor should then proceed to the top or attic floor or roof to be on the lookout for incendiary bombs. More than one janitor should be assigned if the building has a wood frame roof with a false ceiling space of three to five feet, which would offer considerable difficulty for one man with equipment to reach the fire, should the bomb lodge under the roof.

The OCD has a communication system to give notice of an impending air raid to all communities in the form of a yellow signal, which is received about thirty minutes in advance of the raid. Fifteen minutes later a blue signal is received, and finally a red signal is given at which time the air-raid sirens sound.

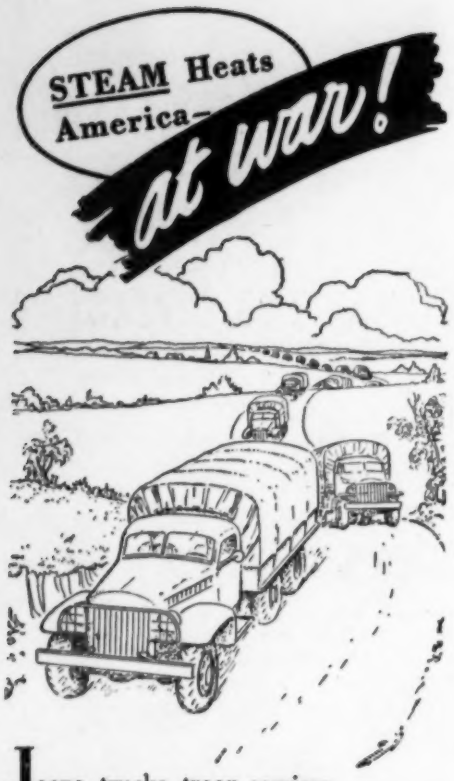
The yellow signal when received by our superintendent or business manager is immediately transmitted to all schools so that principals and janitors will be on the alert. The blue signal is forwarded in the same manner when received. When the air raid siren is sounded, all principals call headquarters and state that they have heard the signal. If one or more do not call then those schools are called and given the red signal. This is done as a precautionary measure against failure of a siren in any section of the city. Students do not evacuate classrooms until the sirens sound. Supervisors and others assigned to schools in which there is only one janitor, proceed to their post when the yellow signal is received.

This system is also used at night with the signals being sent to schools in which there are National Defense classes. Other buildings opened for outside activities are not notified, but janitors follow the daytime routine as soon as the sirens are sounded. The yellow signal is transmitted to janitors of buildings used as casualty stations and also teachers assigned to duty in casualty stations.

By test it has been proved that stations can be manned, blacked out, and ready for use within thirty minutes.

DEATH OF MR. NIELSON

Mr. Heber Nielson, president of the Utah Idaho School Supply Co., Salt Lake City, Utah, and a former regional director of the National School Supply and Equipment Association, died on Sunday, September 6, 1942. Mr. Nielson was a pioneer school supply distributor in the West, having covered much of his territory in earlier days by bicycle.



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REIMBURSEMENT FOR WAR TRAINING

(Concluded from page 43)

routines and the processes of auditing claims are materially affected by employment regulations. There are definite fluctuations in the extent and variety of such regulations.

Instructional Supply Claims

Instructional supply claims are classified under such divisions as (1) invoices, (2) corrections on invoices, (3) definition of supplies, (4) classification of supplies, tools, and equipment, (5) reporting and charging of supplies, (6) breakdown of supplies, and (7) frequency of inventory.

Some states require some form of vendor's invoice to support a claim, although this is not generally true. Some of the other documents used are signature of two bonded officials, affidavit, signature of instructor, sworn claim, and certified copy of invoice. While such documents may not be the best evidence for court proceedings, they may, however, properly serve for the purpose of reimbursement.

To avoid confusion it is suggested that the war production training program recognize as instructional supplies, in those states where the state departments of education have prepared handbooks on accounting, those items listed as supplies in the handbooks. In states where no handbook is available, the Federal Government should determine what constitutes instructional supplies, or better still, they might use the handbook of the U. S. Office of Education.

In only six districts are inventories at the end of the course deducted from reimbursement costs. This indicates, said Mr. Knoll, that the districts are aware of the fact that the usefulness of the records is confined to fund accounting as such fund accounting is used for keeping within budget provisions. There are three ways in which cost of supplies per course may be determined for cost accounting. One is by reporting and charging supplies when consumed. Another is by charging the articles when received into the course and crediting back the inventory at each reporting date. The third is by prorating total supplies consumed upon the basis of attendance or class hours, weighted for each type of instruction.

If cost figures are to be kept they should be obtained through cost accounting procedures. Those available through the fund accounting practices are valueless for cost purposes. As to frequency of inventories, under the present plan of fund accounting, they should be made at the end of each course where they are to be used for deduction from reimbursable costs. The constant flow of inventories of critical materials really gives a fairly good line of materials on hand but it does not offer a systematic control for other purposes of inventory.

Housing Expenditures

Housing expenditures may be handled under the headings of (1) substantiation of housing expenditures, (2) building maintenance cost, (3) utility charges, and (4) breakdown of utility and janitors' charges. There appears to be no good reason why building maintenance costs incurred in connection with the war production training program should not be reimbursed by the Federal Government. After all, such expenditure is a true cost against the program. Districts have ample reason for believing that the Federal Government should reimburse them for this expenditure.

There appears to be no good reason why those states which now deny the right to report on the basis of an engineer's estimate should not revise their plans to be in accord with the majority and afford reimbursement which can be made with sufficient accuracy to support reimbursement in other states.

In a study of utility and janitors' charges it is questionable whether or not any good purpose is served by attempting to arrive at costs which have no true meaning. Since these costs are not subject to control by individual teachers or supervisors, it is desirable that they be set up in a district-wide budget and that they be reported on a district-wide basis. This procedure saves accounting work, holds expenditures within the budget, and supports reimbursement.

Mr. Knoll concludes by saying that the training of war production workers would be considerably advanced if all districts were given the benefit of receiving payment from federal funds prior to expenditure, or the benefit of a reduced lag in reimbursements. School districts, it is pointed out, need not be too critical of themselves for failure to remove all obstacles, because the program is a new one. In the future, school districts and state departments must be charged with streamlining their programs in order to produce the maximum of results in the shortest period of time.

SCHOOL ACTIVITIES IN THOMASVILLE, GEORGIA

The public schools of Thomasville, Ga., during the school year 1942–43, are giving added emphasis to the teaching of democracy and patriotism.

A strong physical education program, devoting time to calisthenics for boys, is in progress. In the industrial-arts department, new courses in mechanical drawing and auto mechanics have been introduced. The vocational instruction is limited largely to diversified occupations.

The school board is cooperating with local and state associations in obtaining increases in salaries which will permit the retention of qualified teachers.

The schools anticipate a large teacher turnover due to the influx of new teachers to take the places of those who have resigned.

POMONA SCHOOLS ADVANCE

The public schools of Pomona, Calif., with the opening of the new school year 1943, began operating on the six-four-four plan. The former Pomona High School has been consolidated with the Pomona Junior College as a single institution. Mr. Johnston E. Walker has been named director of the institution, with Mr. Ernest E. Carl as assistant director.

During the past summer the board completed the construction of the new assembly unit of the Fremont Junior High School, at a cost of $140,000. This unit, consisting of an auditorium and four classrooms, is of reinforced concrete and includes the most modern features. The architects of the building were Marston & Mayberry, of Pasadena.

The school programs have been modified to fit the needs of the wartime emergency. Special emphasis has been placed on science, mathematics, mechanics, radio, and aeronautics. A new physical-fitness program has been introduced in the physical-education classes.

UNIFICATION GOES FORWARD IN ARGO-SUMMIT

Boards of education of the Argo Community High School District No. 217 and the Argo-Summit Bedford Park Elementary Dist. No. 104, of Cook County, Ill., have united in a program of educational policies and principles of business management. Mr. Charles E. Wingo has been appointed to fill the newly created office of superintendent. Mr. Wingo had previously served as principal of the Argo Community High School for seven years. The superintendent's office is now located in the high school building at Summit.

An important step in educational improvement has been taken through the rearrangement of building operations and the redistricting of the elementary schools to approach a graded school system.

Educational progress has been manifested in many forms in the co-ordinated program as follows: (1) curriculums arranged for twelve-grade system; (2) part-time supervisory program for both high and grade schools in music, band, and choral direction; (3) elementary schools provided with library facilities; (4) shops arranged to function to capacity in defense work; (5) aeronautics added to the curriculum; (6) enlargement of the evening trade school effected to provide for industrial education; (7) sale of war bonds and stamps among pupils and teachers.

This advanced program in educational planning was arranged and carried out under the direction of Herbert C. Swanson, president of the Argo High School Dist. No. 217, and Mr. Martin Ferentchak, president of Argo-Summit Bedford Park Elementary Dist. No. 104.

PRODUCTION FRONT TO BATTLE FRONT
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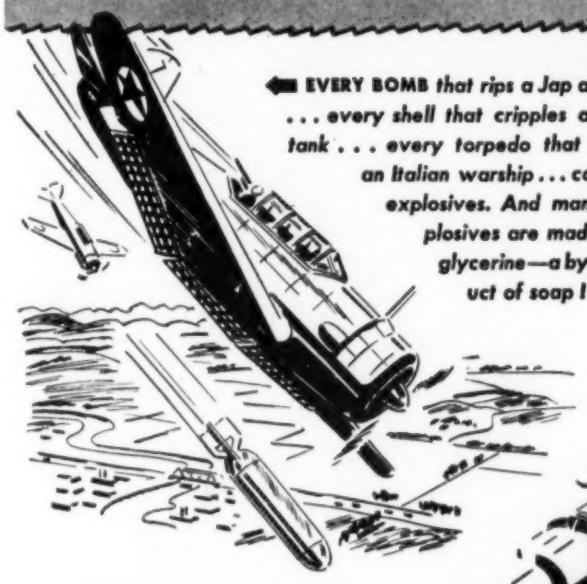
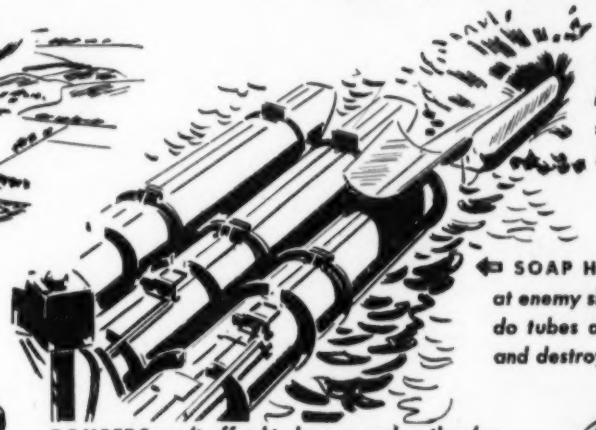


EVERY BOMB *that rips a Jap airfield . . . every shell that cripples a Nazi tank . . . every torpedo that blasts an Italian warship . . . contains explosives. And many explosives are made with glycerine—a by-product of soap!*

SHELLS *of many kinds and caliber . . . shrapnel and high explosive . . . require soap in the drawing operation!*



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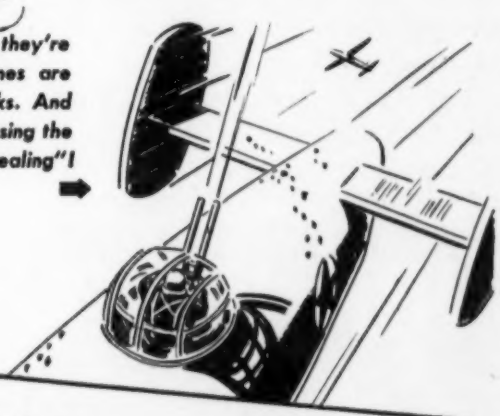
BOMBERS *can't afford to lose gas when they're on a mission. Modern American planes are equipped with "self-sealing" gas tanks. And soap plays an important part in processing the materials that make these tanks "self-sealing"!*



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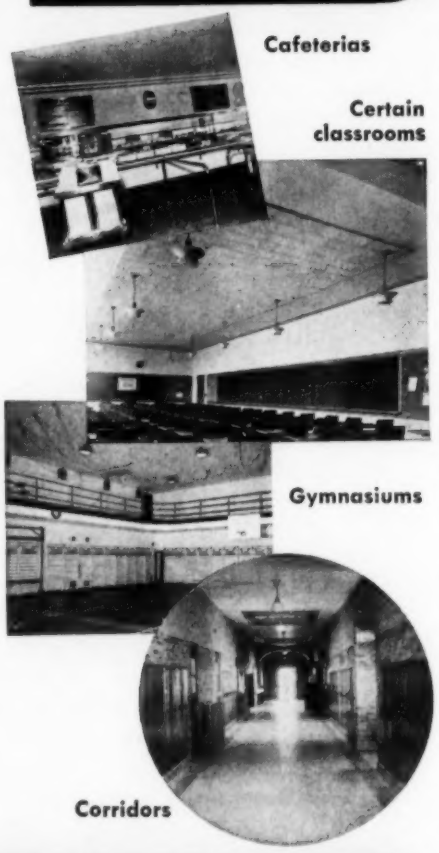
If your budget is limited, we suggest that you treat these noise centers one by one—as your budget permits—with J-M Acoustical Materials. They assure correct sound control by reducing irritating noise to an undisturbing level. These attractive materials harmonize with any decorative treatment—and they can be applied in either new or existing buildings.

For details, write for brochure AC-26A. Johns-Manville, 22 East 40th Street, New York, N. Y.



JM JOHNS-MANVILLE Member of
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SOME CURRENT PROBLEMS OF SCHOOL FINANCE AND REVENUE

(Concluded from page 17)

actually needed, know that it is no easy task. Nevertheless, not only significant economies but worth-while educational gains can thus be effected.

As you of course know, much effort has been made during recent years to enact legislation for federal subsidies to support elementary and secondary education. That such will come to pass during the present emergency seems doubtful — despite the efforts of organized groups to that end. At the National Institute on Education and War which met in Washington on Aug. 28–31, 1942, J. Weldon Jones, Assistant Director of the Bureau of the Budget is quoted as having said that it would require more than 50 per cent of the income of the population to finance the war effort. In the light of that situation federal aid in any appreciable amount seems very doubtful. Nevertheless, effort to that end will be continued as the following quotation from the September, 1942, Research Bulletin of the National Education Association will indicate:

The National Education Association maintains that federal aid for general elementary and secondary education under public control is essential to the welfare of this nation whether in war or in peace. The Association has recently devoted, and will continue to devote, a substantial share of its resources to active support of the pending bills, S. 1313 (Amended). In addition, interested groups and individuals in the various states are expected to help carry on vigorous campaigns in behalf of the measure.

I want to conclude this discussion with this thought: The more carefully the taxpayer scrutinizes educational expenditures in relation to his other mounting obligations the more urgent it is that the control of these expenditures be in the hands of school boards in whose judgment, honesty, and integrity he has full confidence.

RESPONSIBILITY FOR THE SUCCESS OF BEGINNING TEACHERS

(Concluded from page 14)

Properly utilized, the information accumulated through organized adjustment programs, can be of inestimable value to the preservice institution. Through such programs, the preservice institution may:

a) Promote a good relationship between the college and the local systems which they serve, through a mutual understanding of problems.

b) Keep the placement bureau in close touch with anticipated vacancies.

c) Assist, in a more discriminating placement of graduates in positions where they will be able to give a maximum of teaching service, through accumulated information.

d) Extend the professional influence of the institution and furnish leads to the improvement and extension of the college curriculum, including the better selection of instructors and the improvement of instruction.

e) Stimulate the entrance of a better type of student, through the opportunity of acquaintance with school systems from which the student personnel is recruited.

f) Provide a strong body of alumni, who are willing to promote the interests of the institution, and of public education.

FINANCE AND TAXATION

► The board of education at Omaha, Neb., has adopted a budget of $4,211,682 for the school year 1942–43, which compares with an expenditure of $3,807,799 in 1941–42. The largest item is $2,388,417 for instructional expenses, which compares with $2,078,035 for the past year. The instructional item involves a gain of $328,297 in teachers' salaries, which was offset in part by dismissing 28 teachers, at a saving of $35,000.

► Dallas, Texas. The board of education has approved a budget of $3,956,177 for the school year 1942–43, which is an increase of $126,294 over the year 1941–42. Automatic increases in teachers' salaries account for a large part of the increase.

► Milwaukee, Wis. The board of school directors has approved a budget of $8,355,180 for the general education fund and $607,817 for the extension department, for the year 1942–43.

► Kenosha, Wis. The school board has adopted an operating budget of $920,957 for the school year 1942–43, which is an increase of $23,581 over the year 1941–42. The largest increase is in instruction, which calls for $30,000 for salary increases due to normal increments, and $35,000 for bonuses.

► Racine, Wis. The board of education has approved a budget of $1,320,001 for the year 1942–43. The amount to be raised by taxation is $72,000 less than last year. The increases are due to salary increases, which will reach $732,110.

► Omaha, Neb. The new budget for the 1943 school year has been set at $4,211,682. The budget is over the four million mark due to a 2-mill tax rate to 15 mills.

► Tell City, Ind. The public schools are being operated on a pay-as-you-go basis. The finances are adequate for all regular school needs.

CRITICAL!!

The future of the Nation is at stake. All industrial progress, all civic endeavor, and all civic pride to make and to keep the United States a good place in which to live will be valueless unless the boys and girls of America are guaranteed educational opportunities. The Government of 1960 is in the school seats today.

It is the *tomorrow* of America that will be guaranteed by vigorously maintaining the schools with competent teachers and the vital "tools" of education with which to work.

The success of our form of Government depends upon the intelligence of the electorate.

Education is absolutely essential to a Democracy and never was education more sorely needed than now.

Schools are a "critical" service to the war.

THE NATIONAL SCHOOL SUPPLIES AND EQUIPMENT ASSOCIATION is a trade organization specializing in the economical production and distribution of apparatus, equipment and supplies for Schools, dedicated in: *"SERVICE TO THE SCHOOL CHILDREN OF AMERICA."*

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E. P. McFadden Co.	Lansing, Mich.
Michigan School Service Co., Inc.	Lansing, Mich.
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Metropolitan Supply Co.	Cedar Rapids, Iowa
Midwest Press & Supply Co.	Sioux Falls, S. Dak.
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Northern School Supply Co.	Great Falls, Mont., Portland, Ore.
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REGION X. California, Arizona, Nevada:

American Seating Co.	Phoenix, Ariz., Los Angeles, Calif., San Francisco, Calif.
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School Board Conventions

CALIFORNIA SCHOOL BOARDS FACE NEW WAR RESPONSIBILITIES

The California School Trustees Association, at its twelfth annual convention, in Los Angeles, Sept. 24 to 26, discussed urgent problems and now responsibilities occasioned by the war situation. The convention brought together several hundred members of the association, who participated in the discussion of war problems.

The theme of the convention was "United We Stand." Dr. Vierling Kersey, superintendent of schools of Los Angeles, and Dr. C. C. Trillingham, superintendent of the county schools of Los Angeles, pleaded for greater attention through the schools of the spiritual and moral development of youth.

Mrs. I. E. Porter, executive secretary of the association, gave as the keynote of her address, the stabilizing influence of a permanent organization, such as the California School Trustees Association, as a vital factor in the welfare of public education.

The annual address of the president, presented by Mr. Eugene Tincher, was centered around the topic, "United We Stand for Education." In his address he pointed out that the fundamental purpose of the association is to encourage and improve the public schools and the betterment of educational opportunities for the children of California. He described the work now being done by the California Code Commission and explained briefly the work of the trustees' statewide committee for the study of the tenure law.

At the luncheon, attended by several hundred persons, Dr. Theodore Chen, a Chinese educator now in California, spoke on the topic, "United We Stand for Victory," and made a masterly analysis of the motive underlying Oriental action and sharply criticized the materialistic attitude of Japan.

On Friday evening the panel discussion of the present teacher tenure law included persons from the various educational groups of California. Friday morning was devoted to a study of health problems, under the leadership of Dr. Louise Hector, of Berkeley. Dr. Hector, speaking on the subject, "United We Stand for Health," cited phases of school activities depending directly upon health teaching, and outlined responsibilities of school boards in supporting the present school health program.

Dr. Verne Landreth, of the Division of Health and Physical Education, took up present programs in effect in California and emphasized changes already being made to emphasize training for health and physical education.

Dr. W. V. Goodfellow discussed preventative measures which schools may well employ in building up the health of students.

Dr. Hugh Wallace presided at the round table which attracted 100 secondary school-board members who are concerned with present war conditions brought about by the stress and strain of war.

The Friday session was devoted to a discussion of the topic, "The Schools Face New War Responsibilities," when the topics of occupational therapy, defense training, agriculture, air-mindedness, and war responsibilities of school-business officials were discussed by a number of educators. Dr. Virgil E. Dickson presented the summary of the discussions.

Dr. Lewis H. Evans, of Hollywood, speaking on the topic, "United We Stand for Peace," developed the theme that mere supremacy in war will not give us the type of lasting peace which we as Americans long for.

On Saturday the final discussion of convention activities was presented through the National Broadcasting Co. facilities at Hollywood, with Mrs. I. E. Porter, Dr. C. C. Trillingham, and Dr. Virgil E. Dickson as participants.

MONTANA SCHOOL BOARDS WILL MEET IN BUTTE

The officers of the Montana School Board Association have announced that the annual meeting will be held in Butte, on December 7 and 8.

Information concerning the meeting may be obtained by writing to Mr. J. L. Gleason, Sr., Box 669, Livingston, Mont.

A RURAL DISTRICT SCHOOL

(Concluded from page 33)

In the basement a large auditorium and playroom serves at noon for pupils' lunches. This room is equipped with a movable platform and folding chairs. The adjoining kitchen is equipped for home-arts instruction and for supplementary cafeteria service.

The building cost $30,000, of which $18,400 was spent for general construction; $6,300 for heating and ventilation; $2,225 for plumbing; and $1,100 for electrical construction.

Messrs. Boyum, Schubert & Sorenson, Winona, Minn., were the architects.

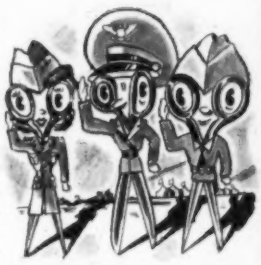
PRIORITY SYSTEM

(Concluded from page 46)

out the country are available to furnish such information to schools and to supply copies of forms and orders. Such contact should result in saving many inquiries to Washington and the consequent delay in obtaining needed information.

Applications for preference rating on any of the various forms, as well as correspondence, should always be directed to the Director General for Operations, War Production Board, Washington, D. C., and not to individuals or other governmental agencies. Exceptions to this are where specific instructions are given such as in the case of certain wartime training courses (E.S.M.W.T. courses) when applications are forwarded through the U. S. Office of Education.

TEACH CHILDREN THE *Value of Scissors*



● The shortage of shears and scissors, even for so important a program as education, is bound to become even more acute. We can't, unfortunately, make them of plastics, or any substitute for metal.

It should be explained to children in class that scissors have gone to war. They should be impressed with the fact that every pair lost or allowed to become defective cannot be replaced.

Let us repeat our oft-reiterated message. Priority ratings *may* facilitate some deliveries. See that *your* order is accompanied by the best preference rating you can secure.

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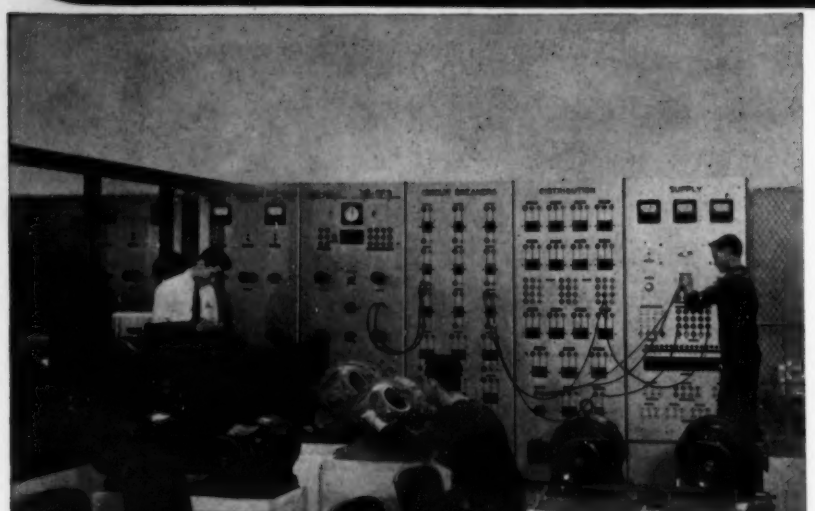

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Personal News

► Dr. C. B. Glenn, superintendent-emeritus of Birmingham, Ala., has been elected director of counseling and placement and will act as liaison officer between the schools and the local business and industrial interests.

► Mrs. A. F. Malek, of Bryant, S. Dak., has taken the superintendency at Vienna.

► Frederick M. Harman, assistant superintendent of schools at Atlantic City, N. J., since 1923, died at his home on September 25, after a heart attack.

Mr. Harman, a graduate of Gettysburg College, was a teacher of mathematics and commercial subjects for 10 years before he became an assistant superintendent.

► Prof. John Guy Fowlkes, of the School of Education at the University of Wisconsin, has been appointed director of the University's summer session, to succeed Scott H. Goodnight. Dr. Fowlkes will continue his work in the School of Education, where he is widely known among the schoolmen and women of Wisconsin and the Middle West.

► Forrest R. Caldwell, of Greenwood, Ind., has taken over the superintendency at Hillsboro.

► C. A. Robison, of Prescott, Ark., has taken a position as mathematics instructor at the Texas Agricultural and Mechanical College, College Station, Texas.

► Carl C. Byers, of Gallipolis, Ohio, has taken over superintendency at Parma. He was formerly principal of the Gallia Academy High School at Gallipolis.

► Lindow E. Christie, of Northboro, Me., has taken the superintendency at Cornish.

► Henry E. Spiess, of Grass Valley, Calif., has accepted the superintendency at Antioch.

► Dr. A. J. Foy Cross, director of curriculum for the public schools of Omaha, Neb., has accepted a position as director of education at Central Washington College, Ellensburg, Wash.

► A. A. McBride has been appointed acting superintendent of schools of Lafayette Parish, Lafayette, La.

► C. R. Anderson is the new superintendent of schools at Livingston, Mont.

► Dr. Thomas C. Holy, a member of the Bureau of Educational Research, at Ohio State University, has been appointed director of the bureau, to succeed Dr. W. W. Charters, who has retired. Dr. Holy has been a member of the Bureau since 1927 and is well known for the educational surveys he has conducted in Ohio and elsewhere. From 1929–31 he was in charge of the school-plant rehabilitation program of the Ohio State Education Department, and in 1933–34 he was school-building consultant for PWA. He is the author of a number of publications relating to school problems.

► Wiley K. Peterson has assumed his duties as superintendent of the Maricopa Unified School District at Maricopa, Calif. He replaces Anthony E. Karnes, who has joined the armed forces.

► Walter F. Dexter has been reappointed to the office of State Superintendent of Public Instruction in California.

► James Rusk has been appointed acting superintendent of schools at National City, Calif., to succeed Fred Tonge, who has been given a leave of absence to pursue a graduate course in Stanford University.

► Guy Johnson has been appointed a member of the school board at Ventura, Calif., to succeed Dr. V. T. Bryan. Dr. Bryan had been president of the board since 1939.

► Dr. J. R. Bean has been re-elected president of the school board at Wallace, Idaho. Ida Chandler was re-elected clerk.

► Walter I. Miller, former president of the school board at Peoria, Ill., has been commissioned a captain in the army air corps and is stationed at Miami Beach, Fla.

► Clayton J. Schenk has been elected president of the board of education at Sault Ste. Marie, Mich.

► Dr. J. Edward Spoon, a member of the school board at San Jose, Calif., died at his home on August 30, following a heart attack. He was appointed to the school board in March, 1942, for a two-year term.

► Louis O. Semlow has been elected president of the board of education at Peoria, Ill.

► Charles G. Elliott, president of the school board at Colon, Mich., died suddenly on September 20.

► J. B. Brown, of Valparaiso, Ind., has been appointed war service counselor for the State Department of Public Instruction.

► T. J. Starr has been appointed wartime counselor for the high school at Portland, Ind.

► J. Fred Horn, state director of school building construction for Texas, at Austin, has entered the armed forces and is serving as a captain in the Marine Corps.

► The board of education of St. Louis, Mo., has elected unanimously as president, Dr. Rudolph Hofmeister, and as vice-president, J. Harry Pohlman.

► The board of education of Concordia, Kans., has reorganized with the election of Dr. Frank Kinnamon as president; D. L. Matthew as vice-president; and Mrs. Dorothy Foster as clerk.

► Gus L. Cassidy has been re-elected to the board of education of Tell City, Ind., for a third consecutive term. Mr. Cassidy is also president of the board.

► John R. Hertenstein, secretary of the school board at New Baden, Ill., died on September 23. He had been a member of the board for 30 years, and had served as secretary for 25 years.

► C. A. Maulbetesch has been elected president of the school board at Ann Arbor, Mich.

► Roe M. Barrett has been elected president of the school board at Santa Rosa, Calif.

► W. R. Curtis, formerly superintendent of schools at Alton, Ill., has retired after a service of 47 years as a teacher and superintendent.

► M. M. Chambers, formerly employed by the American Council on Education, in Washington, has joined the Army Air Force Technical Training Command, and is stationed at Jefferson Barracks, Mo.

► Mrs. Ruth Kessler Rice, president of the board of education at Albuquerque, N. Mex., died on Sept. 26. The board adopted resolutions and gave praise for the excellent work done by Mrs. Rice during her term of service.

► T. R. Jones has been re-elected president of the school board at Kellogg, Idaho.

► Dr. J. R. Tinsley, a member of the school board at Middlesboro, Ky., died at his home on Sept. 25. Dr. Tinsley had served as president during most of his term.

► The school board of Georgetown, Mass., has reorganized with the election of Mrs. Minnie C. Longley as president.

► Edwin Kent, formerly superintendent of schools of Sonoma County, Calif., has accepted a teaching position in the Santa Rosa Junior College, Santa Rosa, Calif.

► The school board at Newburyport, Mass., has reorganized with H. Wilfred Zink as president; Mrs. Susan H. Ray as secretary; and F. R. Wheeler as corresponding secretary.

SCHOOL-BUILDING CONSTRUCTION

During the month of September, 1942, contracts were let for 250 educational and science buildings in 37 states covered by the Dodge reports. These buildings have a value of $61,187,000.

In 11 states west of the Rocky Mountains, contracts were let for seven buildings, to cost $6,142,688, and five buildings, to cost $512,000, were reported in preliminary stages.

SCHOOL-BOND SALES

School bonds, in the amount of $190,100, were sold in September. Sales of refunding bonds and tax-anticipation notes amounted to $74,000.

SPEED in floor CLEANING - with BRITEN-ALL

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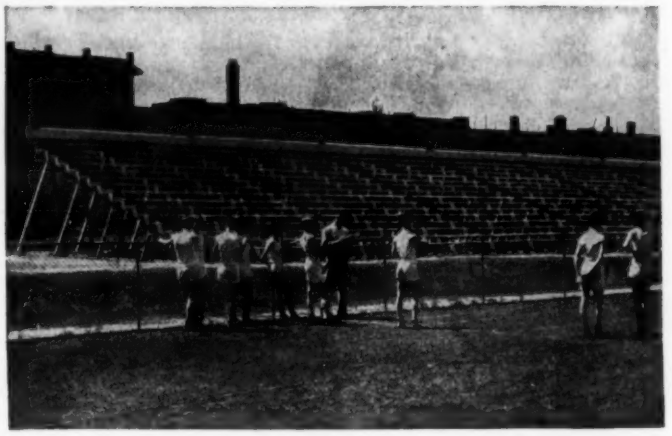

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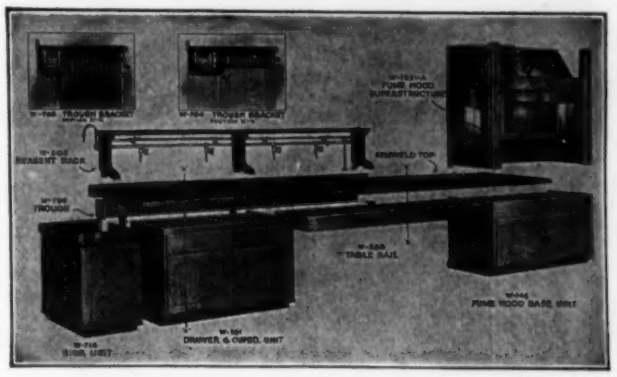

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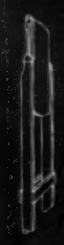
and SAVE by Our "CUT-COST" System

The Kewaunee Matched Unit Plan of Production enables us to serve you more promptly and economically with Kewaunee Laboratory Furniture using a minimum of critical materials, yet giving a maximum of efficiency and value. Write for the Kewaunee Catalog.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. Campbell, President
5009 S. Center St., Adrian, Mich.
Representatives in Principal Cities

Introducing
A NEW VICTORY FOLDING CHAIR



Folds easily, quietly and flat ... to one frame leg thickness.

BEAUTIFUL, DURABLE WOOD SEATING

Norcor presents its first in a series of new, wood folding chairs designed to meet government steel requirements — and Norcor's standard of quality construction. Strong, durable and comfortable, with frame of selected solid hardwoods; extra large seat and back rest of 5-ply hardwoods. Comes in an attractive stained and varnished walnut finish. Send for complete details and folder.

The **NORCOR** *Line*
NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN

SCHOOL FLOORS NEED THIS *TOUGHER* PROTECTION FOR THE *TOUGHER* TRAFFIC AHEAD . . . .

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Longer Life—Lower Maintenance Costs for All Wood Floors with Perma-Seal

New or old floors need the protection of Penetrating Perma-Seal now . . . the one treatment that penetrates deep into the wood . . . into the very cells, fibres and pores to bind them together into a hard, wear-resisting, moisture-impervious formation.

Perma-Seal is the **ideal** finish for school room, hall, auditorium, and gymnasium floors . . . the really completely successful means of preserving them.

Write for complete details NOW. Use the coupon.

CON-SOL PRODUCTS

CONSOLIDATED LABORATORIES
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St. Louis, Missouri

Please send complete information on Con-Sol Perma-Seal.

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CITY OR TOWN_____ STATE_____

DIVISION OF CONSOLIDATED CHEMICAL LABORATORIES INC.

After the Meeting

DILEMMA OF A SCHOOL TEACHER IN WARTIME

E. E. Morley

I've been bothered by certain misgivings
That are troubling me these days,
Just wondering if I should be serving
My country in other ways.
I'm only a classroom teacher —
But I read of the sacrifice
That others are making and wonder
If I am paying the price?
When I heard the big chief saying
Production is lagging behind,
I would meditate on the merits
Of my daily teaching grind.
And then, those recruiting posters
With pictures of soldiers in tents
Gave me the willies and made me feel
Like a futile thirty cents.
But when I read of our fighting Marines
And what they have "on the ball,"
I couldn't help getting the sniffles
And I felt like "nothing at all!"

My rest was broken by thoughts like these
And my face was deeply lined
By haunting worries that almost drove
Me quite outside of my mind.
That's how it was, till a letter came
From a boy I had taught years ago.
He's training to be a flier now
And he wrote of his first solo.
He said when he nosed his training ship
In the air and started to climb
He thought of the lessons he'd learned in school
And recalled one special time
When his spirits sagged to the bottom
After studying late at night,
When he fizzled there in the classroom
And was ready to quit the fight.

It was then he said that his teacher
Understanding everything,
Had said the word of encouragement
That made his young heart sing.
He went on to tell how that moment
Had helped him out of the rough
And kept him from being downhearted
When the going out there got tough.

So my fellow classroom teachers
I've a new respect for my job;
I'm as proud as can be of the work I do
And I envy no soldier or gob.
In this all-out war for freedom,
I can be a working cog
In the wheel of my country's welfare
If I am — just a good — pedagogue!

BITS FOR SPEECHMAKERS

A Real Joy

A Chinese philosopher was asked what was the greatest joy he had found in life. "A child," he said, "going down the road singing after asking me the way."

Basis for Judging a Man

There are some people, and I am one of them, who think that the most practical and important thing about a man is still his view of God and the universe. We think that for a landlady considering a lodger, it is important to know his income, but still more important to know his philosophy. We think the question is not whether the theory of God and the cosmos affects matter, but whether in the long run, anything else affects them. — *Gilbert K. Chesterton.*

Puzzler

It was a party at which a famous alienist was a guest. "Tell us, doctor," said another member of the party, "how do you really tell whether a man is insane?"

"Oh," he replied, "we just ask him a few simple questions."

"What kind of questions?" pressed the heckler. "Let's hear a sample."

"Well, sometimes we ask him a simple historical question," replied the alienist. "For example: Capt. Cook made three voyages around the world and died on one of them. Which one was it?"

"Oh, come now, doctor," puffed the heckler. "After all, we don't all of us remember our history." — Pathfinder.

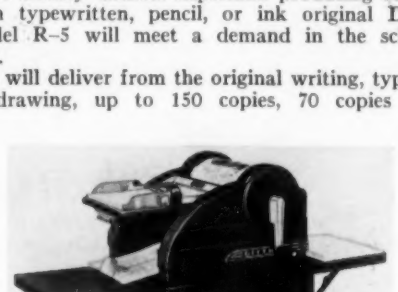
New Supplies and Equipment

Production, Service, and Sales News for School Buyers

AUTOMATIC ROTARY GELATIN DUPLICATOR

Without priority restrictions, a business machine designed for speedy and economical operation has recently been developed. A new Automatic Rotary Gelatin duplicator producing copies from typewritten, pencil, or ink original Ditto Model R–5 will meet a demand in the school field.

It will deliver from the original writing, typing, or drawing, up to 150 copies, 70 copies per minute on automatic feed machine. The R–5 also reproduces eight colors simultaneously.



Ditto Model R–5 School Duplicator.

The operating cost is low and the model accommodates sheets of any size up to 9 by 14 in.

Ditto, Inc., Harrison at Oakley Blvd., Chicago, Ill.

For brief reference use ASBJ—1110.

HOT WATER HEATER

Rated to heat 130 to 700 gal. of water 50 deg. F. per hour, hot-water heaters, trade-named Tabasco, have been synonymous with a tough steel product that can stand the gaff of delivering water good and hot with absolute dependability. Any fuel may be used — ordinary skill in firing all that is required with an installation of a Tabasco. Ten sizes are available and may be connected with any city water mains, withstanding water working pressures up to 100 lb.; each heater before leaving the shop has been subjected to a hydrostatic test of 200 lb. to the square inch.

Kewanee Boiler Corporation, Kewanee, Ill.

For brief reference use ASBJ—1111.

PICTORIAL AND STATISTICAL ATLAS

Prof. G. Donald Hudson, Northwestern University, and his staff, for over a year have worked to produce a new World Atlas. To the Encyclopaedia Britannica Family has been added this notable publication. Never before has existed such an urgent need for accurate, available, and authentic information about this turbulent world. Now the need has been met by this new World Atlas.

One hundred and twenty-six new full-color maps of every country and political subdivision are included. It is printed in ultralegible type on heavy stock 12 5/6 by 16¼ in.

The gazetteer index of 100,000 entries includes, where available, the population of every place on earth; 2546 statistical tables covering resources, production, and trade; currencies, weights, and measures converted to American terms; all this and a world of information for daily reference in compact, readable form.

Encyclopaedia Britannica, 20 N. Wacker Drive, Chicago, Ill.

For brief reference use ASBJ—1112.

VOCATIONAL OPPORTUNITIES

"New Career Opportunities" is the title of a 24-page booklet published by the Johns-Manville Co. The purpose is to call the high school graduate's attention to new career opportunities offered by the oldest human endeavor, the building industry. Certain universities and colleges have arranged special courses designed to train men and women for careers in light construction engineering and marketing.

Johns-Manville Co., 22 E. 40th St., New York, N. Y.

For brief reference use ASBJ—1113.

USEFUL INFORMATION ABOUT LATHES

Two bulletins and a new catalog, which will interest machine-shop instructors, have just been issued.

The catalog describes all the toolroom lathes, quick-change gear lathes, plain-change gear lathes, turret lathes, and lathe attachments. Besides giving precise descriptions of all the machines mentioned, the catalog also contains a page of profile outlines of the various lathes together with tables of dimensions so that scale layouts can be made.

The bulletins describe new bench model turret lathes, with convenient tabulated specifications giving necessary information on capacities, feeds, speeds, and dimensions; also instructional material on how to "keep your lathe clean."

South Bend Lathe Works, Dept. K–7, South Bend, Ind.

For brief reference use ASBJ—1114.

THE REAL CARIBBEAN

A timely film, one of a series of subjects covering Puerto Rico, Hawaii, Poland, Liberia, and Mexico; a film covering the Caribbeans at this time is welcome. The films are friendly and objective and have been well received by the peoples portrayed.

Bell and Howell Co., 1801 Larchmont, Ave., Chicago, Ill.

For brief reference use ASBJ—1115.

VISUAL INSTRUCTION IN GRINDING

Ever since the training of apprentices in warwork plants became a problem there has been a demand for practical information on methods of "grinding." To meet the demand a series of motion pictures has been developed entitled "Lessons in Grinding."

The films are now ready for distribution and are available for training schools and all classes where machine-shop practice is being taught. Colleges, universities, and vocational schools will welcome these practical teaching aids, intended to present the fundamentals of grinding in a manner understandable by everyone.

Norton Co., 1 New Bond St., Worcester, Mass.

For brief reference use ASBJ—1116.

WOOD FOLDING CHAIRS

Carefully selected hardwoods replace the metal parts in "Norcor 'Victory' Chair." Designed for maximum strength and durability, the new wood chairs will stand hard usage.

Large, comfortable back rests of 5-ply veneers, seat size 15⅛ by 15¼ in. and 16½ in. from the floor make the new chair available for general seating. All corners are well rounded to prevent snagging and tearing of clothing and opening and closing is quiet and simple. The chair folds and stocks to one frame leg thickness. "Victory" No. 55 is a notable addition to the line of

Norcor Mfg. Co., Green Bay, Wis.

For brief reference use ASBJ—1117.

CREATIVE CRAFTS CATALOG

Practical application of art studies is graphically illustrated in the Creative Crafts Catalog. By the use of the suggested materials the art courses are made to pay dividends in many use-

ful and attractive articles and the art study is applied to manual projects. A wide range of practical and usable articles may be made by students in all grades where the basic art studies are in the schedule.

The O-P Craft Co., Inc., Sandusky, Ohio.

For brief reference use ASBJ—1118.

PROJECTION SCREENS AVAILABLE

The use of critical material in the fabrication of Da-Lite Screens was forbidden after August 3 for civilian use by WPB General Conservation Order M–126.

Prior to August 3 Da-Lite was unable to build up stocks of screens because of the constant and increased demand for their product. Through a recent WPB order, Da-Lite was authorized to complete the fabrication of certain materials after the expiration date curtailing manufacture.

The completion of additional screens under this government order together with the dealers' stocks makes available Da-Lite Screens for school use.

Da-Lite Screen Co., 2273 N. Pulaski, Chicago, Ill.

For brief reference use ASBJ—1119.

PARTITIONS AND WALLS OF NONCRITICAL MATERIALS

Completely interior partitions have just been developed for schools. Employing no critical metals, the new walls are a substitute promising to bring new lightness and flexibility permanently into schools.

The partition is constructed of insulax glass blocks held in place by strips of wood. It can be easily installed, comparatively inexpensive, completely salvageable, and retaining the light-transmitting characteristics of regular glass block.

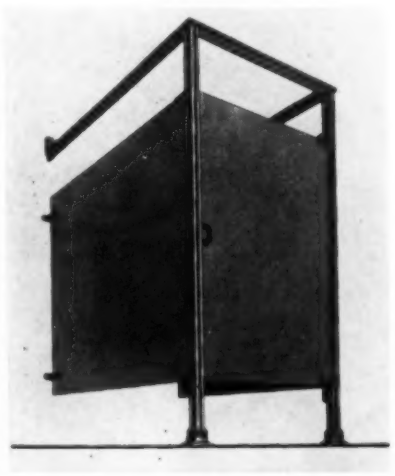
The availability of an easily erected, salvageable wall system makes possible more open planning. Buildings may be planned with almost uninterrupted floor area. As needs dictate, rooms can be increased or decreased in size, new rooms added or removed. Designed originally as a war measure, the glass block and wood strip partition promises to take a permanent place in building design.

Insulex Division, Owens-Illinois Glass Co., Toledo, Ohio.

For brief reference use ASBJ—1120.

PLYWOOD TOILET COMPARTMENTS

In the construction of new buildings and repair of schools, substitute materials are being used to replace critical war materials. Steel toilet compartments have now been converted to all-wood construction. Each type, when made of 7-ply Douglas fir plywood, is similar in design and construction to the steel fabricated types and compare favorably in appearance with the steel compartments. The All-Wood Compartments are offered as temporary substitutes and replacements.



Sanymetal Plywood Partition

Sanymetal Products Co., Inc., Cleveland, Ohio.

For brief reference use ASBJ—1122.

Professional Directory

Christensen and Christensen
Architects
104 Thomas Building
Dallas Texas

GILBERT A. JOHNSON
Architect for Rockford Board of Education 1921-1940
Designed School Buildings costing $3,500,000 in 1939-1940
Rockford, Illinois

A. C. Eschweiler, F.A.I.A. C. F. Eschweiler, A.I.A.
A. C. Eschweiler, Jr., A.I.A. T. L. Eschweiler, A.I.A.
ESCHWEILER and ESCHWEILER
ARCHITECTS
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Consulting Service to School Officials
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AND
109 N. 8th Street State Central Savings Bank Building, 6th and Main

Perkins, Wheeler & Will
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Merchandise Mart, Room 2204 Chicago, Ill.

WM. B. ITTNER, INC.
Superior Architectural and Engineering Service Rendered
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C. Godfrey Poggi
ARCHITECT
Elizabeth, New Jersey

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Defective eyes cause 11% of the rejections at local Selective Service boards. The government says "Many of these rejections could have been avoided by wise forethought and intelligent action."

Oftentimes eyestrain has its beginning in the school room due to improper window shades. To help remedy this condition, leading schools throughout the country now specify Draper's Sight-Saving shades. They screen the glare and spread light evenly to all parts of the classroom in just the proper amount. These superb shades demount instantly and completely for cleaning and window washing and reduce shade maintenance cost to a minimum.

Draper Shades are specially made for every school requirement . . . in translucent or darkening types.

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